

5-2016

The Grammar of Articles use in Mozambican Portuguese-accented English

Felix Maielane Manganhela
Eduardo Mondlane University Maputo

Follow this and additional works at: https://repository.stcloudstate.edu/engl_etds

Recommended Citation

Manganhela, Felix Maielane, "The Grammar of Articles use in Mozambican Portuguese-accented English" (2016). *Culminating Projects in English*. 71.
https://repository.stcloudstate.edu/engl_etds/71

This Thesis is brought to you for free and open access by the Department of English at theRepository at St. Cloud State. It has been accepted for inclusion in Culminating Projects in English by an authorized administrator of theRepository at St. Cloud State. For more information, please contact rswexelbaum@stcloudstate.edu.

The Grammar of Articles use in Mozambican Portuguese-accented English

By Félix Manganhela

A Thesis

Submitted to the Graduate Faculty of

St. Cloud State University

in Partial Fulfilment of the Requirements

for the Degree of

Master of Arts

in English: Teaching English to Speakers of Other Languages

May, 2016

Thesis Committee:

Ettien Koffi, Chairperson

Edward Sadrai

Lisa Loftis

Abstract

English was introduced in formal education in Mozambique in the late 1990s in eighth grade. It is an important language in Mozambique because gives access to new technologies. It is also capital for social, and economic mobility. Proficiency in English is demonstrated mostly in writing. For this reason, articles misuses are taken seriously. Lack of mastery of articles can affect the learner's academic progress in entrance exams and scores at least 50% to progress to the next level. This is the main reason why this thesis is devoted to articles usage.

A total of 64 questionnaires about article usage were administered to 34 college students and 30 high school students. A total of 7808 tokens of articles usage with both noun phrases and acronyms were collected: 1792 on the indefinite article <a>, 1536 on <an>, 3584 on the definite <the>, and 896 on instances where no article is required. Independent samples T-tests with an alpha level of $p < .05$ revealed significant statistical differences in articles misuses, except with the indefinite article <an>, with ($t = .336$, $df = 62$, $p = .738$).

The quantitative analysis revealed that the most common errors include omission, substitution of definiteness for indefiniteness or vice-versa, and insertion of articles in generic reference where no article was required. Supplying an article where none is required was the most common type of article errors, with 67.9% (608 errors out of 896 tokens). It was followed closely by <an>, with 64.8% of incorrect usages (996 errors out of 1536 tokens). The level of inaccuracy with the indefinite article <a> was 52.6 % (943 errors out of 1792 tokens), and with the definite article it was 44.3% (1588 errors out of 3584 tokens).

Overall, high school students slightly outperformed college students. However, the differences in the level of accuracy were less than 5% in all four categories under analysis. These findings have important pedagogical implications regarding the best ways to teach articles to Mozambican students. Throughout the thesis, explanations for these errors and ways to improve students' mastery of English are discussed.

Dedication

To my wife Isa, and my two angels, Stella and Wanda, for their courage to accept saying “good bye” when I left home on July 18, 2014.

To my late sisters Boavinda and Tina.

This project is also dedicated to my late grandparents:

Florentina Mbiye (Faz Favor/Pindakwenyane), my mathematics and ABCD mentor in 2nd grade; Elina M’zime (Matiwula) and Lucia (Kuhinguane) together with their husband Feijão Thawuzeni Manganhele for their constant and inspirational advice, “*Ucikwela n’khokho unga wone hahatsi, maso ako mavhekedwe para kuwona masoni*”, meaning “You can climb a coconut tree of any height, but never look down; your eyes are for your front sight”. I also dedicate this victory to my late uncle José Raúl Nangumbe for his constant lesson “*Zamani vafana.*”

They might be gone, but their legacy is still with us and they will never be forgotten forever.

Acknowledgements

My eternal, undying, and never-ending gratitude to my mother and father, Teresa Nhangumbe and Alexandre Manganhela, for their unconditional love and education. Neither my mother nor father never had the opportunity to have formal education, but they believed that sending me to school was the surest way to enlighten my future. I also wish to express my undying appreciation to my uncles António Nhangumbe, and Ernesto Manganhela (N'padi), and my brother Francisco Manganhela (Thuyane). I am very grateful for their true support and constant encouragement. They are truthfully my heroes in this lifelong journey that I started in 1985.

I would like to express my deepest appreciation to the IIE and Fulbright Committees who greatly supported me and made my dreams come true. Special thanks go to Emily Bosio, my program advisor at IIE, Nnenna Ofobike-Lewis and Gabrielle Kasongo, the coordinators of the Fulbright Scholarship Program at the US Cultural Center Martin Luther King in Mozambique, for their encouragement, support, and invaluable help. My exceptional gratitude also goes to the Statistics Research Center technicians at SCSU for their assistance with inferential statistics.

For their support, encouragement, reading, suggestions, and inspirational comments, my sincere appreciation and special thanks go to my research committee: Dr. Ettien Koffi, Dr. Edward Sadrai, and Dr. Lisa Loftis. My special thanks to my chair advisor, Dr. Koffi, for helping me refine my ideas, and for his infinite and immensurable patience. My genuine gratefulness is extended to Miss Rhoda Fagerland for my thesis edition and to Dr. James Robinson, my TESOL program advisor at SCSU, for his advice, support, and readiness for any of my questions.

I wish to express my gratitude to all high school and college students who participated in my study. Thank you to Dr. Pedro Fulane for his help in data collection and to all my colleagues from ESNEC who supported me in making this hard decision, especially my director, Dr. Mário Jessen. My sincere gratitude to my American families: Lisa & Rob from Colorado, Ben & Amy, Joel & Tara, Roger & Kathy, and Edle Sanwa from Saint Cloud for their kindness and invaluable help. Thank you to all my Fulbright and TESOL program friends at SCSU. They are amongst the best friends I have ever made and they will never be forgotten in my life.

Throughout my academic career I learned a lot from my teachers, friends, and thousands of my students. My genuine gratitude goes to teacher Martinho King Zavale, my ABCD master of my first actual reading skills; Dr. Bendito Uelemo, my best Portuguese teacher ever; and Dr. Orlando Penicela, my first English teacher. My friend Jorge Huo, who is my inspiration to study English, deserves to be singled out for his invaluable support and encouragement. For paying my registration fees at Emília Daússe Secondary School, Jorge Huo, or simply Mr. Uache, changed my entire life. I am truly indebted to his financial support and true friendship.

Special thanks also go to all my childhood and secondary level friends: Abílio Nhancundela, António Mabongo, Ardílio Taule, my cousin Lourenço Manganhela, Carlos Chihuho, João Neves, Henrique Nguambi, Raquino Massango, Ricardo Nhambongo, Orlano Bule, Castro Nhanombe, and others with whom together we believed that education is the key to our success. My genuine gratitude goes to my college friends at UEM: Firmino Chambe, Pedro Langa, Inácio Malipiha, and Master Mucavele, for their true support in every single challenging step I took.

Finally, I would like to express my genuine and endless gratitude to all my family members for their priceless and true support. I owe a special debt of gratitude to my brother David for his constant encouragement during my struggle with the TOEFL exam. My brothers and sisters, without your love and support my dreams would never become true. As Henry Ford said “Coming together is a beginning; keeping together is progress; working together is success.”

Table of Content

List of Tables	9
List of Figures	11
List of Maps	13
Acronyms.....	14
Chapter 1: Introduction.....	15
1. Mozambique	19
Chapter 2: Literature Review	29
2. English Articles System.....	29
Chapter 3: Methodology	62
3. Data Elicitation Method.....	62
Chapter 4: Results and Discussion	71
4. Data Analysis.....	71
Chapter 5: Summary, Pedagogical Implications of the Study, and Future Research Direction	98
5. Summary.....	98
Appendix A: T-Tests Independent Samples High School Students and College Students ...	109
Appendix B: T-Tests Independent Samples Part 1 & Part 2 – High School Students	110
Appendix C: T-Tests Independent Samples Part 1 & Part 2 – College Students	111
Appendix D: T-Tests Independent Samples - High School Students.....	112
Appendix E: T-Tests Independent Samples – College Students	113
Appendix F: The IRB Approval	114

Appendix G: The Answer Key	135
----------------------------------	-----

List of Tables

Table	Page
1: Number of hours and class meetings of English instruction in Mozambique	27
2: Courses and number of hours per week	28
3: The 100 most common words in English	31
4: Syntactic, semantic and inflectional features in English and Portuguese	6
5: Definite and indefinite markers in Cicopi	58
6: Definite and indefinite markers in Xichangana	60
7: Participants and their current level of education	65
8: Gender of participants	66
9: Age of participants	66
10: Mother Tongue	67
11: Length of study	68
12: Part 1 and Part 2 – summary	73
13: Part 1 and Part 2 – High School Students and College Students	74
14: Accuracy and L1s of participants	75
15: Definite, indefinite articles and zero forms – summary	76
16: Definite, indefinite articles and zero forms – HSS and CS.	77
17: Definite, indefinite articles and zero forms – Mother Tongue	78
18: Noun phrases and acronyms – summary	79
19: Noun phrases and Acronyms – High School Students and College Students	80
20: Noun phrases and Acronyms – Mother Tongue	81
21: Specific, non-specific, and anaphoric reference – summary	82

22: Specific, non-specific and anaphoric reference – HSS and CS83	23: Specific,
non-specific and anaphoric reference – Mother tongue	84
24: The articles <a> and <an> (morpho-phonological patterns) – summary.....	85
25: The articles <a> and <an> (morpho-phonological patterns) – HSS and CS.....	86
26: The articles <a> and <an> (morpho-phonological patterns) – Mother Tongue	87
27: T-Tests – Independent Samples.....	90

List of Figures

Figure	Page
1: Reference and inflectional morphology with articles in Portuguese	57
2: Specificity vs definite/indefinite reference in English	57
3: Reference and inflectional morphology with articles in Cicopi and Xichangana	61
4: Level of participants	65
5: Gender	66
6: Age	67
7: Mother Tongue	67
8: Years of English instruction... ..	68
9: Part 1 and Part 2 – summary.....	73
10: Part 1 and Part 2 – High School Students and College Students.....	74
11: Part 1 and Part 2 – Mother Tongue	75
12: Definite, indefinite articles and zero forms – summary	76
13: Definite, indefinite articles and zero forms – HSS and CS	77
14: Definite, indefinite articles and zero forms – Mother Tongue	79
15: Noun phrases and acronyms – summary	80
16: Noun phrases and Acronyms – High School Students and College Students.....	81
17: Noun phrases and Acronyms – Mother Tongue.....	82
18: Specific, non-specific, and anaphoric reference – summary	83
19: Specific, non-specific and anaphoric reference – HSS and CS.....	84
20: Specific, non-specific and anaphoric reference – Mother tongue	85

21: The articles <a> and <an> – summary.....	86
22: The articles <a> and <an> – High School Students and College Students.....	87
23: The articles <a> and <an> – Mother Tongue.....	88

List of Maps

Map	Page
Map 1: Geographic location of Mozambique	20
Map 2: Ethnolinguistic map of Mozambique	24

Acronyms

ANAPHR – Anaphoric Reference

D2L – Desire to Learn.

EFL – English as a Foreign Language

ESL – English as a Second Language

ESNEC – College of Business and Entrepreneurship of Chibuto

FH – Fluctuation Hypothesis

FRELIMO – Front for the Liberation of Mozambique

GDP – Gross Domestic Product

HR – Human Resources

L1 – First Language

L2 – Second Language

LOS – Length of Study

MANU – Mozambique National African Union

NGOs – Non Governmental Organizations

NPs – Noun Phrases

NSPR – Non-Specific Reference

PHC – Primary Health Care

RENAMO – Mozambique National Resistance

SADC – Southern Africa Development Community

SLA – Second Language Acquisition

SPR – Specific Reference

TOEFL – Testing Of English as a Foreign Language

UDENAMO – National Democratic Union of Mozambique

UEM – Eduardo Mondlane University

UNAMI – African Union of Mozambique Independent

UNICEF – United Nations International Children's Emergency Fund

UP – Pedagogical University

UTC – Universal Time Coordinated

Chapter 1: Introduction

In the field of applied linguistics, the acquisition of English articles has been acknowledged as one of the most troublesome teaching and learning areas for most non-native English teachers and learners. Rinnert and Hansen (1986), for instance, note that the appropriate use of the English articles *<a>*, *<an>*, and *<the>* is one of the last aspects of English grammar mastered by most non-native speakers, no matter what their first language is (p. 3).

Ardeshir (2000) notes that the inappropriate use of English articles seems to prevail even if learners show advanced fluency in most other aspects of English grammar (p. 39). There has been substantial attention and research on the acquisition of articles by both first and second English language learners. A number of theories have been proposed to account for the patterns of article misuses or overgeneralization, including purely syntactic (Trenkic, 2008), and semantic or L1 transfer accounts (Ionin, Ko & Wexler, 2004).

Brown (1973) is among the first researchers who carried out a systematic investigation of articles usage by L1 English learners. His findings revealed that children were more successful in using *<the>* in definite contexts to refer to specific referents than in using *<a>* in indefinite contexts to refer to non-specific items. Similar findings were reported by Maratsos (1974, 1976), who found that L1 English learners overused the definite article *<the>* in indefinite contexts. Further discussion on definite and indefinite reference on articles use is provided in chapter 2.

A study by Warden (1976) reported that the overuse of the definite article *<the>* was attributed to the speakers' failure to take account of the social context of their reference, or of their audience's knowledge of the referents from the utterances. The author coined this type of misuses egocentric responses because speakers fail to adopt their audience's point of view.

Going further Warden (1976) remarked that from their own egocentric point of view, a referent is specified as soon as the speakers are familiar with it (p. 110). More recently, Schaeffer & Mathewson (2005) also reported that the overuse of the article *<the>* in indefinite contexts is attributed to semantic features and pragmatics.

Early research on article acquisition by L2 English learners, particularly those speaking native languages without articles, reveals persistent difficulties with articles (Huebner, 1985; Thomas, 1989). Most findings from cross-linguistic studies focusing on the acquisition of English articles by native speakers of article-less languages such as Chinese, Russian, and Japanese, among others, reveal fluctuation between selecting articles based on generic and specificity interpretations (Anderson & Bentzen, 2013; Cho & Slabakova, 2014; Rinnert & Hansen, 1986; Jaensch & Sarko, 2009).

Most article-less language learners find English article syntax intriguing because their first languages do not have functional equivalents of the English definite and indefinite articles. The most underscored challenges may include omission of articles in obligatory contexts or inappropriate patterns which include substitution of definiteness markers for indefiniteness markers or vice-versa (Ionin & Montrul, 2010; Jaensch & Sarko, 2009; Zdorenko & Paradis, 2008; Ionin et al., 2004; Thomas, 1989).

Robertson (2000) outlines that for English learners whose first languages lack articles or whose syntax differs from the English article system, the main challenge is to learn that many of the grammatical features which are absent from their native language are obligatory in English. Moreover, English learners whose first language is article-less must adjust the mapping between these semantic and pragmatic features, including lexical resources, to the target language.

The challenge in the acquisition of English articles is serious for speakers of languages whose native languages have articles, but are used differently from English. Studies by (Ardeshir, 2000) with Persian speakers learning English as a second language revealed that syntax plays a major role in the use of the definite marker in English, whereas semantics will play that role in Persian (p. 48). The author goes further, arguing that in Persian reference to specific items depends to a large extent on the semantics, while English uses specific markers.

Moreover, some languages may or not have overt markers for definiteness and indefiniteness. Most data from comparative studies with L2 learners from first-language backgrounds suggest that L1 transfer through Interlanguage seems to account for a wide range of errors in the acquisition of English articles (Ardeshir, 2000; Master, 1987; Murphy, 1997; Wakabayashi, 1997; Trademan, 2002; Hawkins et al., 2006; Snape et al., 2013). From Ardeshir's (2000) point of view, generally, native speakers "intuitively" know how to use the articles appropriately, but when pressed they cannot explain their choices, and hence relying on the infamous "it doesn't sound right", or, "it just sounds better that way."

Selinker (1972) used the term "interlanguage" to refer to a separate linguistic system resulting from a learner's attempted production of a target language norm. Selinker (1972) also argues that interlanguage may lead to fossilization. In SLA Interlanguage is seen as a continuum process that operates in five stages: 1) language transfer; 2) overgeneralization of target language rules; 3) transfer of training—rule enters the learner's system as a result of instruction; 4) strategies of L2 learning; and 5) strategies of L2 communication (Ardeshir, 2000, p. 39). From this standpoint, language learning is systematic, and an L2 learner's interlanguage is subject to

constant change through continual revision and extension of rules during second language learning.

Similar findings on fluctuation(s) in the acquisition of English article usage were observed by Snape, García-Mayo, and Gurel's (2013) study addressing generic and specific interpretations by Spanish, Turkish, and Japanese native speakers. The authors found that Spanish, for example, has an article system, but its syntax differs from English, while Turkish has an indefinite article system, but no definite article. Another study by Jaensch and Sarko (2009) with Syrian Arabic and Japanese native speakers found that Japanese is a language that lacks an article system, while Syrian Arabic has an overt marker for definiteness. However, Syrian Arabic is a language that lacks markers for indefiniteness.

Overall, findings from substantial literature addressing English articles acquisition reveal challenges for both first and second language learners. Corder (1967) stresses that errors and 'not mistakes' made in both child language acquisition and second language learning provide evidence that a learner uses a definite system of language at every point in his development. These errors resulting from automatic L1 transfer may be labelled "negative transfer" when the structures of the two languages do not match, or "positive transfer" if the structures of the two languages are similar.

Previous and substantial continuous research reveals that the study of reference in articles usage has a long tradition in applied linguistics and has been discussed based on a diversity of approaches with more focus on syntactic and semantic features. Nevertheless, to my knowledge there are no studies focusing on the use of English articles based on syntactic and phonological

patterns, especially those emphasizing on patterns determined by gender, syntactic, and morpho-phonological patterns, in addition to linguistic features related to pragmatics.

As I will discuss later in section 2.4.2, Portuguese differs from English in articles usages. The selection of articles in Portuguese is gender-based. In addition to gender patterns, Portuguese articles must agree in number with the noun phrases that they are attached to. Moreover, the vast majority of the Mozambican local languages are article-less. Given the above mentioned patterns, this thesis investigates the use of English articles by Mozambican English learners who are native speakers of Portuguese, Cicopi and Xichangana.

The study is divided into five chapters. Chapter 1 presents background information about Mozambique, the target country of the study. After briefly describing the structure of education in Mozambique, I will then move on to a discussion about English instruction in Mozambique. Influenced by the Location Theory proposed by Hawkins (1978), Chapter 2 deals with cross-linguistic variation between English and Portuguese in articles usages. Chapter 3 is about methodology and procedures, while Chapter 4 presents results and discussion of analytical data. Finally, Chapter 5 summarizes findings and presents pedagogical implications of the study.

1. Mozambique

In this section, I briefly present the background information of Mozambique, the target country of my study. After presenting the geographical location of the country, I will briefly describe the linguistic mosaic of Mozambique. The structure of education in Mozambique will also be part of my discussion. Finally, I will discuss English instruction in formal education.

1.1. Geographic location of Mozambique

The Republic of Mozambique is located in southeastern Africa. It is bordered by the Indian Ocean to the east, Malawi and Zambia to the northwest, Tanzania to the north, Zimbabwe to the west, and Swaziland and South Africa to the southwest. Maputo, also known as Lourenço Marques, is the capital of Mozambique. With a total of 11 provinces, Mozambique covers an area of 309,496 square miles. According to the census held in August 2007, the Mozambican population is 20.632 434 habitants (INE-M, 2010).

Map 1

Geographic location of Mozambique



Source: https://en.wikipedia.org/wiki/Geography_of_Mozambique

1.2. Historic background

The first inhabitants of Mozambique were San hunters and gatherers. Later the country was inhabited by the Bantu speaking peoples who progressively settled from southern Africa. In 1498 Vasco da Gama arrived in Inhambane, and as a tribute to the charming hospitality of Mozambicans, he coined the province 'Land of Good People'. Colonization of Mozambique

started in 1505. However, Hindu traders from India had settled in the coastal area of Sofala for business purposes long before the Portuguese presence.

The history of colonization in Mozambique is divided into three periods: 1) the Gold Period (15th to 17th centuries), 2) the Ivory Period (17th to 18th centuries), and the 3) Slavery Period (17th to 19th centuries). Nobody knows exactly how many Mozambicans were sent to the Americas (Brazil was the main destination) and São Tomé and Príncipe, but thousands and thousands of Mozambicans were sold as slaves. Even after the official abolition of slavery in 1836 and 1842, slavery was clandestinely practiced by many Portuguese officials.

Ngungunhane (1845 – 1906), the emperor of Gaza, is credited as among the first Mozambican African leaders who fought against the Portuguese colonial oppression. Thanks to the scholarship awarded to Dr. Eduardo Mondlane by Phelps Stokes. After getting a bachelor's degree from Oberlin in 1953, and his M.A. from Northwestern University, Eduardo Mondlane then got his Ph.D. from Harvard in Anthropology in 1960.

In 1962 Eduardo Mondlane went back to Dar Es-Salaam where he founded FRELIMO (Front for the Liberation of Mozambique) by uniting (UDENAMO, MANU and UNAMI). Two years later, in September 1964, through Mondlane's leadership FRELIMO launched a guerrilla against the Portuguese colonial regime. After Mondlane's tragic assassination on February 3, 1969, Samora Machel took over as leader of Frelimo. On June 25, 1975, Mozambique proclaimed total independence. Samora Machel became the first president of the People's Republic of Mozambique.

Shortly thereafter, in 1976, a prolonged civil war started, led by the rebel Mozambique National Resistance (RENAMO). After Machel's assassinate on October 19, 1986, Joaquim

Chissano took over as President and leader of FRELIMO. The Peace Agreement of Roma on October 4, 1992, between Joaquim Chissano and Afonso Dhlakama, marked the end of the 16-year civil conflict. The constitution established in 1990 allowed multiparty. In 1994, Mozambique held the first multiparty elections won by Joaquim Chissano and Frelimo. Since then the country is a peaceful. Efforts are continually being made to recover the economy severely hindered by the two wars.

1.3. Economic facts

Recent data from the World Bank show that the Gross Domestic Product per capita in Mozambique was 451.37 US dollars in 2014. The GDP per capita in Mozambique is equivalent to 4 per cent of the world's average. Data also show that from 1980 until 2014, the GDP per capita in Mozambique averaged at 253.34 USD. The highest average reached at all time was 451.37 USD in 2014, while the lowest on record was 141.84 USD in 1986.

The inflation rate has an upward trend in Mozambique. According to Mozambique National Institute for Statistics (Instituto Nacional de Estatística de Moçambique), inflation rate in Mozambique averaged 6.01 per cent from 2009 until 2016. The highest average reached at all time was 17.44 per cent in December, 2010, whereas the lowest on record was 1.05 per cent in November, 2009. Data also show that in 2015, the Mozambican currency (Metical) fell more than 40 per cent against the USD.

Unemployment rate in Mozambique stands at 14%, and the main contributing sector for the country's economy remains agriculture. The major industries include food, beverages, chemicals, petroleum products, textiles, cement, glass, and tobacco. Netherlands, South Africa, India, and China are the main trading partners. Mozambique mainly exports aluminum, prawns,

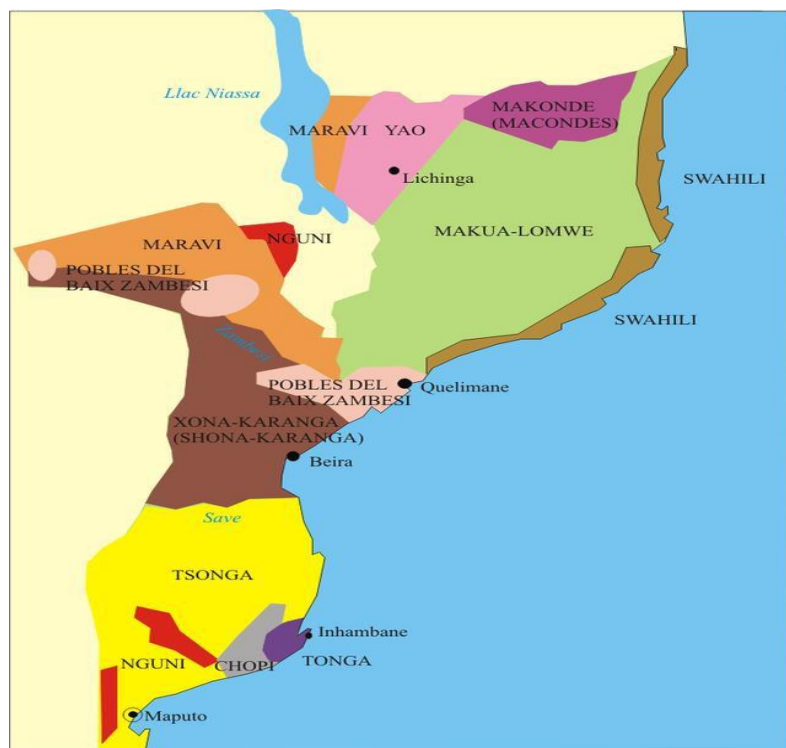
cashews, cotton, sugar, citrus, and timber. The country imports machinery and equipment, vehicles, fuel, chemicals, foodstuffs, and textiles. The Cabora-Bassa Dam is one of the mega projects in the country. Recent and new discoveries of mineral resources are a promising dream to shift the country's economic development.

1.4. Languages

Mozambique is a multilingual country where Portuguese, the Official language inherited from the colonial period, cohabits with a large number of Bantu languages, particularly those belonging to the Niger-Congo group. Lewis (2009) records 43 living languages of which 24 are emerging, while the other 17 are considered vital (p. 158). Ngunga and Siteo (2000) argue that the vast majority of these local languages from the three main ethnolinguistic groups (Makua-Lomwè, Shona, and Tsonga) are mutually intelligible.

The linguistic mutual intelligibility facilitates communication as speakers of languages from the same family can easily understand each other. In the southern part of the country, for instance, speakers of Xichangana, a language spoken in Gaza province, can easily understand Xitswa, which is a language spoken in Inhambane province. Likewise, speakers of Ronga, one of the languages spoken in the capital of the country, Maputo, can easily understand Xitswa and Xichangana. The following map describes the linguistic mosaic of Mozambique.

Map 2

Ethnolinguistic map of Mozambique

https://www.google.com/?gws_rd=ssl#q=map+of+mozambique+

1.5. Education

The Mozambican System of Education is divided into three main levels: primary (first to 7th grade), secondary (8th to 12th grade), and university education. During the colonial period, education was grounded on a *racial system* and social stratification. Only a minority of colonial elite, sons of chiefs, and wealthy families could access education.

After independence in 1975, through the Constitution of Mozambique in Article 88, the Government defined education as a fundamental right of each citizen, and the key instrument to improving living conditions. Since the early 2000s, primary education has been compulsory and

free in Mozambique. The 2007 census figures show a total adult illiteracy rate of 50.4 per cent. Illiteracy is high. 34.6% of men and 64.2% of women.

1.6. English instruction in Mozambique

In the mid-1990s English language was introduced as a subject in secondary education. More recently, in 2002, the Government decreed that children should start learning English from sixth grade. Quick access to new technologies and information are some of the reasons that led to the introduction of English in formal education. Many of the bibliographical sources available, especially at universities, are published in English.

The other reason why English is compulsory is that Mozambique is surrounded by English speaking countries. South Africa is one of the countries that employs many Mozambicans in golden mining companies. In addition to trading with Anglophone countries, Mozambique is member of the Southern Africa Development Community (SADC) where English is the main language for business. For the best outcomes and to strengthen their partnerships, the Mozambican Government strategically introduced English language in formal education.

Another reason for the high demand on English instruction is that after independence in June 1975, Mozambique signed many cooperation agreements with Anglophone countries. Since then, international aid has been increasingly channeled through non-governmental organizations (NGOs) such as UNICEF, the World Food Program, Save the Children, and World Vision, among others. The main goal of most NGOs is to provide Primary Health Care (PHC) in the developing world. Proficiency in English is the topmost prerequisite to get employment in these

NGOs. English enables Mozambicans to access good job opportunities and education. English serves, thus, as capital for social and economic mobility.

When English was first introduced in formal education in the late 1990s, the first Mozambican English teachers were trained at the Languages Institute in Mozambique. Other teachers were Zimbabweans and South Africans. Progressively, through the Peace Corps and other programs, Mozambique received native English teachers from Britain and from the United States. Eduardo Mondlane University (UEM), the oldest and largest university in Mozambique with 30,000 students, and the Pedagogical University (UP) with 16,000 students have been the leading institutions in English teacher training since the early 2000s. There are also many teacher training institutes throughout the country. At each instructional level, students have to take standardized exams on which they have to score at least 50% to pass.

The Mozambican Government maintain the free education policy at primary level, and continues improving and developing new infrastructures to ensure that children access good education. However, a large number of children remain outside of the school system. Many children have to walk long distances to access the nearest school. Data from the 2007 census found that 34.3 per cent of children aged between 6 and 17 are not attending school. In both primary and secondary schools, teachers work with very large classes ranging from 50 to 80 students in each. Overcrowded classes harm the quality of education.

The situation becomes even worse when learning a second or foreign language. Only 6.5 per cent of Mozambicans speak Portuguese as their L1 (INE-M, 2010). Limited access to the internet, and lack of access to new technologies and to recent publications remain the biggest constraints for both English teachers and learners in Mozambique. Limited access and power

restrictions are another problems that hinder the quality of education in Mozambique. Yet, most schools located in the countryside and suburbs do not have access to electricity. Despite the above- mentioned challenges, both teachers and students are doing their best using the resources at their disposal for successful learning. The Ministry of Education in Mozambique fixed English class meetings and times as follows:

Table 1

Number of hours and class meetings of English instruction in Mozambique

Item	Primary level (from grades 6 to 7)	Secondary level (from grades 8 to 10)	Secondary level (from grades 11 to 12)
Time and English class meetings per week	3 class meetings per week (45 minutes each)	3 class meetings per week (45 minutes each)	2 class meetings per week (100 minutes each) ¹
Total minutes per week	135 minutes	135 minutes	200 minutes

Data based on English language teaching syllabi/programs provide by the Ministry of Education Mozambique

The British Council, the Institute of Languages, and the US Embassy through the Cultural Center Martin Luther King in Mozambique are some of the major private institutions promoting English language teaching in Mozambique. These institutions provide invaluable English language learning facilities and opportunities. They help people make their dreams come true by connecting them to worldwide learning opportunities. Most brilliant Mozambican students have been awarded scholarships to the UK through British Council programs. The US Cultural Center Martin Luther King is also responsible for monitoring both the Fulbright and Humphrey scholarships programs in Mozambique. The author is one of the Fulbright

¹ Also valid for college level students.

beneficiaries after taking the TOEFL exam at Martin the Cultural Center Martin Luther King in Mozambique.

It is worth noting that class meetings may vary depending on each institution's system and availability of resources. The table below gives a picture of courses offered at the Institute of Languages in Mozambique.

Table 2

Courses and number of hours per week (Institute of Languages in Mozambique)

Name of the Course	Hours per week	Duration of courses
Regular courses	240 to 300 minutes per week	10 weeks
Intensive courses	600 minutes per week	

Source: Institute of Languages in Mozambique

1.7. Summary

Mozambique is a multilingual country. Only 6.5 per cent of Mozambicans speak Portuguese as their L1. The Mozambican System of Education is divided into three main levels: primary, secondary, and university education. Most Mozambicans speak the local languages as their L1. Portuguese, both the official and instructional language, is learned as a second language.

During the Portuguese colonial period education was racially segregated and reserved for colonial minority and wealthy families. After independence in June, 1975, the Mozambican Government defined education as a fundamental right of all Mozambicans and the key instrument to improving people's living conditions.

Since the early 2000s, primary education has been compulsory and free in Mozambique. Overcrowded classes and limited access to new technologies, power restrictions harm the quality

of education in Mozambique. Despite the above- mentioned challenges, both teachers and students are doing their best using the resources at their disposal for successful learning.

In Mozambique, English was introduced in to formal education in the late 1990s, and in the vast majority of cases it is overwhelmingly learned as the third or fourth language. Since the early 2000s English has been taught from the sixth grade. In addition to facilitating access to information and new technologies, English helps young Mozambicans make their dreams come true by connecting them to worldwide job and learning opportunities. For most Mozambicans, English serves, thus, as capital for social and economic mobility. At each instructional level, students are required to take standardized exams, and they have to score at least 50% to pass.

Chapter 2: Literature Review

2. English Articles System

In most grammar texts and other literature, articles are usually divided into two categories: definite and indefinite². Articles are included among the minor parts of speech. Koffi (2015) argues that English is claimed to have only two articles: the definite article <the> and the indefinite <a> with its allomorph <an> (p. 16). Ardeshir (2000) points out that although the morphological forms of articles are very limited, their frequent occurrences in the language convey a variety of functions essential for the syntactic coherence of the discourse (p. 40).

Articles top the list of the most common used words in English. Based on evidence from an online analysis of the Oxford English Corpus containing over a billion-word, the definite article <the> is first on the list of the 100 most used words in English. The copular verb <be> is in the second position, while the prepositions <to> and <of> occupy the third and fourth place,

² The concepts of definiteness and indefiniteness will be discussed in section 2.2.

respectively. The coordinative conjunction <and> is in the fifth place, while the indefinite article <a> is the sixth most used word. The study was based on writing sources of all sorts from literary novels and specialty journals, to everyday newspapers and magazines. Data also include language from chatrooms, emails, and weblogs.

<https://www.englishclub.com/vocabulary/common-words-100.htm>

Combined results of British English, American English, and Australian English surveys of contemporary sources from the top 500 most used words in English also quote the definite article <the> as the most used word in English, followed by the prepositions <to> and <of> in the second and third place respectively. The coordinating conjunction <and> is ranked in the fourth place, while the indefinite article <a> is the fifth most used word. The results include data gathered from newspapers, magazines, books, TV, radio and real life conversations which represent how English language is written and spoken today, <http://www.world-english.org/english500.htm>. The table below illustrates the top 100 words most used in English according to the Oxford English Corpus.

Table 3

The 100 top most common words in English

Rank Word	Rank Word	Rank Word	Rank Word	Rank Word
1 the	21 this	41 so	61 people	81 back
2 be	22 but	42 up	62 into	82 after
3 to	23 his	43 out	63 year	83 use
4 of	24 by	44 if	64 your	84 two
5 and	25 from	45 about	65 good	85 how
6 a	26 they	46 who	66 some	86 our
7 in	27 we	47 get	67 could	87 work
8 that	28 say	48 which	68 them	88 first
9 have	29 her	49 go	69 see	89 well
10 I	30 she	50 me	70 other	90 way
11 it	31 or	51 when	71 than	91 even
12 for	32 an	52 make	72 then	92 new
13 not	33 will	53 can	73 now	93 want
14 on	34 my	54 like	74 look	94 because
15 with	35 one	55 time	75 only	95 any
16 he	36 all	56 no	76 come	96 these
17 as	37 would	57 Just	77 its	97 give
18 you	38 there	58 him	78 over	98 day
19 do	39 their	59 know	79 think	99 most
20 at	40 what	60 take	80 also	100 us

Source: <https://www.englishclub.com/vocabulary/common-words-100.htm>

2.1. English articles and reference

It is well-documented that the study of reference has a long tradition in applied linguistics. It is grounded in various linguistic and psychological theories. While some authors focus on articles usages based on specific and non-specific interpretations —(Snape et al., 2013; García-Mayo, 2009; Snape, 2008; White, 2003; Goad & White, 2009)—others concentrate on semantic features related to definiteness and indefiniteness—(Anderson & Bentzen, 2013; Cho & Slabakova, 2014; Mede & Gurel, 2010; White, Belikova, Hagstrom, Kupisch & Ozcelik, 2012; Zdorenko & Paradis, 2008).

In the following sections, I discuss English articles reference with both definite and indefinite noun phrases, starting with the concepts of *definiteness* and *indefiniteness*. After discussing definite and indefinite reference, I will then move on to a discussion of anaphoric reference based on generic and specific uses of articles. My discussion of reference with articles follows the Location Theory by Hawkins (1978).

2.2. The concepts of definiteness and indefiniteness as grammatical categories

The concepts of (in) definiteness have been the subject of a vast amount of literature, and there are different viewpoints in this regard. As grammatical or semantic categories the two concepts cannot be discussed separately. Definiteness and indefiniteness are not universally marked by specialized grammatical items across all human languages. Indeed, a large number of languages lack markers for definiteness and or indefiniteness. Moreover, syntax and semantics will play a vital role for (in) definiteness marking. Ardeshir (2000) noted that while in Persian reference to specific items depends to a large extent on the semantics, English uses specific markers. It is also well-known that some languages have overt (in) definite markers, while others do not.

Napoli (2013) contends that articles are the most common strategy to convey (in) definiteness, although their distribution varies greatly from a cross-linguistic point of view (p. 186).

The study of reference on articles use has a long tradition in applied linguistics. Following different frameworks research reveals that many scholars have suggested different labels in order to categorize the concepts (in)definiteness and their meaning such as familiarity (Christophersen, 1939; Gundel, Hedberg & Zacharski, 1993), inclusiveness (Hawkins, 1978), and identifiability (Trenkic, 2008), among others. There is, thus, a huge debate and many definitions of (in) definiteness which are far beyond the scope and goals of the present study.

My discussion of (in) definiteness follows the concept of inclusiveness by Hawkins (1978) to provide better understanding of the pragmatic notions related to specific, non-specific and generic reference interpretations when using English articles. The concept of inclusiveness will further be discussed in section 2.3.2 when dealing with specific and non-specific referents.

2.3. The Location Theory and definite reference

The Familiarity Theory by Christophersen (1939), on one hand, postulates that *definiteness* is established by association with some kind of previous knowledge or familiarity by both the speaker and hearer. Hawkins (1978), on the other hand, uses the term *inclusiveness* to discuss definiteness in the syntax of English articles.

Challenging Christophersen's (1939) Familiarity Theory, Hawkins (1978) claims that identifiability is not necessarily based on previous familiarity since enough descriptive content may be encoded in the nominal itself³. With the Location Theory Hawkins advocates that when using a definite article the speaker performs three main speech acts: 1) he introduces the

³ I will discuss this type of reference with more details in section 2.2.3.

referent(s); 2) instructs the hearer to locate the referent(s) in some shared set of objects; and 3) he refers to the totality of the objects or mass within this set which satisfy the referring expression (p. 167). The author goes further, emphasizing that when dealing with definite reference the above acts will only be successful if the following 4 appropriateness conditions are fulfilled:

- 1) **Set existence condition:** the speaker and hearer must indeed share the set of objects in which the definite referent is to be located;
- 2) **Set identifiability condition:** the hearer must be able to infer either from previous discourse or from the situation of utterance which set is actually intended by the speaker;
- 3) **Set membership condition:** the referent must in fact exist in the shared set which is being inferred;
- 4) **Set composition conditions:** there must not be any other objects in the shared set satisfying the descriptive predicate besides those inferred to by the definite description (Hawkins, 1978, p. 168).

With a syntactic, semantic or pragmatic category definiteness can be defined either broadly or narrowly. While syntactic categories concern physical linguistic structures on articles use with NPs, pragmatic categories are related to contextual interpretations. In its broad sense, definiteness is generally conveyed by determiners such as demonstratives, personal pronouns, articles or even other linguistic means such as word order, or stress (Wahid, 2013, p. 24). However, for the scope of this paper “definiteness” is viewed in its narrow sense and marked by specialized grammatical features, particularly articles.

From the perspective of Gundel et al. (1993), *definiteness*, as a semantic or pragmatic notion, is associated with the notion of identifiability, strictly dependent on the existence and uniqueness of the referent that pragmatically and mutually manifests to both the speaker and the hearer in real time. This suggests that a discourse referent is definite if the speaker intends to refer to it, and expects the referent to be uniquely identifiable to the hearer too. In other words, a

definite expression is used when a speaker makes the presupposition that the referent of the expression is accessible to the hearer, as shown in the example below:

1. David bought a new car. *The seats* must be replaced.

In this sentence, the use of the definite <*the*> presupposes no ambiguity regarding to which seats the speaker is referring to. This definition has, indeed, a discourse-pragmatic basis, since identifiability is a mutual category shared by both the speaker and hearer. If there is no such presupposition of identifiability or inclusiveness in the discourse, we are then in the domain of indefiniteness.

2.3.1. The Location Theory and indefinite reference

It has already been argued earlier that *indefiniteness* describes the unmarked status of a given entity with respect to the notion involved in each definition of definiteness. This is because there is no mutual accessibility of the referent(s) by both the speaker and hearer. Christophersen (1939) remarks that in the vast majority of languages that have developed the grammatical marker for indefiniteness the numeral ‘one’ is attributed to this source of evolution. Characteristic to most Romance languages, for instance, this process is documented in most literature where the indefinite article is the evolution of the Latin quantifier “*unus*”, meaning “one, only one” (Napoli 2013, p. 184).

Similarly to the definite reference, Hawkins (1978) claims that when using the indefinite article the speaker performs two main speech acts. 1) He introduces a referent(s) to the hearer, and 2) he refers to a proper subset, that is, not all of the potential referents of the referring expression. There are three appropriateness conditions that will apply for indefinite reference as follows:

- 1) The referent of an indefinite description will not be locatable in a speaker-hearer shared set if either **i)** it is not possible for the hearer to understand the reference as excluding at least one object from the class objects satisfying the referring expression within the shared set, **ii)** the objects in question are not members of any shared set any ways, (...).
- 2) The indefinite referent will not be optimally locatable in a shared set if **i)** the object referred to is indeed a member of some shared set, **ii)** the exclusiveness condition is satisfied within the shared set (...).
- 3) The indefinite referent must be locatable in a shared set if conditions **i)** and **ii)** of 2) are satisfied, and in addition the pragmatics of the remainder of the sentence does not force a location reading (Hawkins, 1978, p. 187).

The most frequent label strictly used by logicians with regard to (in) definiteness is grounded on semantic motivation. From the logicians' point of view, definiteness implies uniqueness since there is only one entity which satisfies the informative and descriptive content of definite noun phrases. In opposition to uniqueness, an indefinite marker may imply non-uniqueness or may be neutral with respect to uniqueness. It appears, thus, that while *<the>* logically entails uniqueness with singular noun phrases, the indefinite *<a>* is logically neutral with respect to this, carrying a weaker implication of non-uniqueness (Napoli, 2013, p. 185).

From the identifiability point of view, indefiniteness entails unmarked status of a referent of a noun phrase since the referent is usually not specific or uniquely identifiable to the hearer. As mentioned in section 2.2, there is a huge debate on core issues related to (in) definiteness, which will not be discussed in this study. Even languages with articles systems have distinctive syntax. Moreover, definite or indefinite markers across languages do not simply concern the formal status of (in) definite articles, but also their syntactic or semantic role in discourse. Below, I present a brief description of articles usages with more focus on specific and non-specific meaning. I will then discuss the four article usage types following the Location Theory proposed by Hawkins (1978).

2.3.2. Specific and non-specific use of articles with noun phrases

Christophersen's (1939) Familiarity Theory postulates that the article <the> is chiefly used to mark familiarity whereas <a> is a mark of unit, emphasizing that the article <the> adds special traits to the general meaning of the word through its association with previous knowledge (p. 73). The condition of use of the article <the> is that there is a basis of understanding between the speaker and the hearer. This existence of basis of understanding means that the hearer's field of attention is narrow at the moment of receiving the communication, suggesting that only one individual (the one meant) is evoked mentally by the article <the>, as shown in the examples:

2. Send me *the book* when you are done.
3. A: - Which train should I take to *the Mall of America*? B: - Take *the Green Line*.

In examples 2 and 3 the use of the definite <the> illustrates that both the speaker and the hearer share the set of referents evoked in the discourse. The NPs <the book> and <the Green Line> semantically denote specific/particular entities from a class. The NP <the Mall of America> also qualifies for both uniqueness and specificity. The fact is that in both the minds of the speaker and hearer the <the-phrase> is perceived as specific and unique, since there is no other Mall of America they might think of in the discourse.

Rinnert & Hansen (1986) argue that when speaking or writing, we want to signal to our listener or reader that something we are talking about should be understood as unique, the only one around in the context of our conversation. In simple cases, we are referring to exactly one thing, or one group of things, and we want the listener or reader to recognize that it is unique. Normally, we do this by putting the article <the> in front of the noun or noun phrase that refers to that one specific thing or group. In this sense we communicate to our listeners or readers that

we know that they know which thing we are talking about. This sharing of knowledge between the speaker and hearer rend the evoked referents more specific.

Ardeshir (2000) claims that the article *<the>* has no independent notional content such as proximity, or possession; it merely indicates that the item in question is specific and identifiable (p. 40). According to Trenkic (2008), specificity is taken to mean the speaker's intent to refer to an individual or thing that exists in the world as conceptualized by the language user. Yet, the identifying role depends on the circumstances in which the articles occur, and the pragmatic abilities of the interlocutors enable them to apply various types of knowledge for information encoding. This may include information delivered by the linguistic context, the extra-linguistic context, or the semantic properties of the noun itself.

From Hawkins' point of view, the notion of "inclusiveness" is intended to mean that the reference is all-inclusive, since all the objects in the shared set satisfying the descriptive predicate are being referred to and none are being excluded. Hawkins goes further arguing that the inclusive meaning of *<the>* does appear strongly in the case of singular count nouns in the sense that referents of singular count nouns with the definite article are unique. However, uniqueness must be interpreted relative to the speaker's and hearer's shared sets of objects, as shown in the examples below:

4. *The Mall of America* is in Minnesota.
5. Could you pass me *the salt* please?
6. *The AppleTM smartphones⁴* have become popular in recent years.

⁴ This sentence can be replaced by zero form for its generic meaning.

The article *<the>* with singular NPs presupposes that there is only one referent, that is, one and no more than one. Plural nouns, however, can refer to any number of objects greater than one, and mass nouns are completely unspecific with regard to the size of the mass. Hawkins (1978) concludes that uniqueness is, in this sense, a function of all the members of the shared previous discourse set, and no other object qualifies for reference from this set (p. 109). Thus, the use of *<the-phrases>* presupposes that only one particular person or thing is meant by the speaker.

Unlike the article *<the>*, the article *<a>* does not often stand for any one particular individual known by both the speaker and the hearer. The use of the article *<a>* implies that one individual is being taken more or less at random out of a whole class of such objects. See the examples:

7. Wanda buys *a paper* every morning.
8. I bought *a brand new digital camera* for my daughter last Friday.

The *a-phrases* from examples 7 and 8 only indicate that the speaker is thinking of a member from a certain class. The hearer may know more about individual characteristics of the items of an *a-phrase*, but the phrase itself says nothing about that. In introductory use, the center of attention is one particular individual and its specific features, but it may be really existing or an imaginary case. Moreover, the article *<a>* means non-specific reference, and it does not necessarily require previous knowledge, as shown in the example below:

9. I bought *a brand new camera* and *a smart watch* from Amazon for my daughter. The camera cost me an arm and a leg, but the watch was \$80 US dollars.

The *a-phrases* in the above example illustrate that the potential meaning is therefore slight. In these utterances no new traits are added to the evoked NPs, and the use of the article <a> means nothing more than one single unspecified member of a class.

In generic uses, noun phrases are taken to mean shared or all the members of a class. The generic *a-phrase* is nearer to individual use than the corresponding *the-phrase*, which mirrors a conception of the whole genus as one indivisible unit. Going further, Hawkins notes that the contrast between generic <a> and <the> is similar to that between *all* and *every*—<the> represents an aggregating genericness; it embraces the whole plurality, whereas <a> is a singularizing form that represents single items separately (p. 33). See the examples:

10. *The AppleTM smartphones* have become popular in recent years.

11. Almost all college students own *a smartphone*.

Generic meanings may also be expressed using zero forms as shown by the example below:

12. Smartphones are expensive.

There is a huge debate and many approaches to articles usage which are beyond the scope of this study. Refer to Hawkins (1978) and Christophersen (1939), chapters 3 and 5, respectively, for further discussions on (in) definite reference.

2.3.3. The Location Theory and anaphoric reference

In discussing reference, Hawkins (1978) suggested a wider classification of English articles use based on linguistic features such as direct repetition, the use of synonyms, and associative anaphora, among others. In this broad classification, Hawkins identified the following types of definite article use: anaphoric, associative anaphoric, immediate situation

uses, larger situation uses, unfamiliar uses with explanatory modifiers, and uses with unexplanatory modifiers. I will describe the five usage types as proposed by Hawkins (1978).

Type 1: **Anaphoric use**

Generally, this reference usage requires a definite NP that functions as an anaphor to a textual antecedent formed by another NP with the same head or one that is similar in meaning.

13. I bought *a brand new camera* and *a smart watch* for my daughter from Amazon. *The camera* cost me ‘*an arm and a leg*’, but *the watch* was \$80 US dollars.

Type 2: **Associative anaphoric use**

This type of anaphor is formed when definite NPs are used based on the speaker’s and hearer’s exploitation of the knowledge they have regarding the shared set of objects evoked in the discourse, including the related features or attributes of the items. Hawkins (1978) labels the object as a ‘trigger’ and its feature/attribute an ‘associate’. The example below shows this type of anaphor:

14. I did not like *the presentation*. *The language* was too professional.

Type 3: **Immediate situation use**

The definite article is chiefly used for this type of anaphor. Hawkins identifies two subcategories of immediate situation use. In both cases the notion of inclusiveness will apply.

a) **Visible situation use**

In this type of reference, the referent is visible to both the speaker’s and hearer’s minds as shown in the example:

15. Could you pass me *the salt* please?

b) Immediate situation use

Unlike the visible situation use, the referent in immediate situation use is not visible to the speaker and hearer. However, linguistic and contextual features can reasonably help the hearer to infer which item is meant in the discourse, as illustrated in the example below:

16. *The dog* next door bit my son.

Hawkins (1978) stresses that identifiability is not necessarily based on previous familiarity, since enough descriptive content may be encoded in the nominal itself. In the sentence, “*the dog* next door bit my son”, in example 16, for instance, the addressee does not rely on previous knowledge to infer that the speaker’s neighbor has a dog.

Type 4: Larger situation use

Similarly to type 3, larger situation use is non-anaphoric, and definite NPs in this category are formed based on the hearer’s knowledge of referred entities from the utterances. Hawkins (1978) remarks that the size of the situation can vary, but both the speaker and the hearer will have the context of utterance “as their focal, defining point” (p. 115). This type of reference is characteristic of members belonging to the same community who share certain types of knowledge. There are two categories of larger situation reference.

a) Specific knowledge in the larger situation

A good example of this type of reference, is a situation in which the speaker and hearer or dwellers of a community are all supporters of a certain football team. The following utterances would not sound odd to any member from this community:

17. *The coach* was hopeless last Sunday or *a bus* crashed in the afternoon.

Likewise, the NP *<a bus>* from example 17 is appropriate only if the addressee is assumed to know the context such as one of the buses from their local transportation company or town/city where both the speaker and hearer live.

b) General knowledge in the larger situation

This type of reference refers to “a general knowledge of the existence of certain types of objects in certain types of situations” (Hawkins 1978, p. 19). See the example:

18. *The dog next door* bit my son.

As noted by Hawkins (1978) identifiability is not necessarily based on previous familiarity since enough descriptive content may be encoded in the nominal itself. With the NP *<the dog next door>*, in example 18, for instance, the addressee does not rely on previous knowledge to correctly locate the referent of the definite NP and infer that the speaker's neighbor has a dog.

Type 5: Unfamiliar uses in NPs with explanatory modifiers

Definite NPs that do not belong to the above described categories are those that Hawkins classifies as ‘unfamiliar’ due to their obvious oppositeness to familiarity with regard to referential meaning and interpretation⁵. Hawkins (1978) claims that there are a number of different subtypes of explanatory modifiers, but they all have common features—they are not situational uses of *<the>*; they are not associates of some trigger in previous discourse; and the speaker and the hearer do not share any knowledge of the referent on the basis of previous mention either, that is, they are not anaphoric (p. 130). In general, transformational rules to the relevant clauses will account for the appropriateness of *<the>*. Since the main focus of this study

⁵ Gundel, Hedberg & Zacharski’s (1993) give a more detailed discussion of reference with English articles using the Givenness Hierarchy based on six cognitive statuses relevant for referring expressions in natural language discourse.

is anaphoric reference with articles and NPs, non-anaphoric reference uses are not included in my discussion. I will now move on to a discussion of cross-linguistic variation in article use across languages.

2.4. Cross-linguistic variation in article systems

In this section, I discuss the use of articles in English and Portuguese with referring expressions. The discussion of English articles will focus on phonological, semantic, and syntactic patterns. After discussing the syntax of both the indefinite <*a*> and the definite article <*the*>, I will then address some semantic and syntactic features that make Portuguese distinctive from English in article use with noun phrases. Definiteness and indefiniteness markers of Cicopi and Xichangana will also be discussed in this section.

2.4.1. English article use

It was mentioned earlier in section one that English is claimed to have only two articles: the definite <*the*> and the indefinite <*a*>. Article usage can be found in vast amounts of literature and modern English grammars. Below I discuss the common uses of the articles <*a*> and <*the*> with noun phrases and acronyms.

2.4.1.1. The indefinite article

The indefinite article <*a*> with its allomorph <*an*> can only be used before indefinite singular noun phrases. I have already mentioned in section 2.3.1 that, essentially, <*a*> and <*an*> mean “one,” so they cannot precede plural or non-count nouns. <*An*> is simply a variant or allomorph of <*a*>, the reason why English is claimed to have only two articles. The general rule from English prescriptive grammars stipulates that the indefinite article <*a*> is used before

consonant sounds, whereas <an> is placed before vowel sounds⁶ (Azar & Hagen, 2009; Murphy, 2004, 2012; Smalley, Ruetten, & Kozyrev, 2012). See the examples below:

19. A dream is *a* prediction.
20. A camera, *an* old camera.
21. A very new idea, *an* extremely brilliant new idea.
22. A humane solution, *an* HR manager.
23. *An* honorable speaker.
24. A usual case, *an* unusual case.
25. A B grade, *an* F grade, *a* failing grade, *an* excellent grade.
26. Stella is *a* very smart girl.

The examples above show that the use of the indefinite articles <a> or <an> indicates that we are not talking about a specific item. Yet, the special syntactic distribution of <a> signals an important conceptual meaning such as individuating or particularizing items from a general set or class of items. Thus, the basic core function of <a> is essentially to introduce a single indefinite, individuated entity into the discourse, and to relate that entity to the wider general set of entities denoted by the head noun. Consider the following example:

27. I bought *a* brand new Canon camera and *an* Apple watch from Amazon for my daughter.

The camera cost me ‘an arm and a leg’, but the watch was \$80 US dollars.

The use of <a> suggests that there must exist other referents of the same general set or group that are not included in the particular speech of reference. The indefinite articles <a> or <an> are also used with singular nouns that are preceded by modifiers as shown in the previous examples,

⁶ Note that in English it is the sound not the letter that decides the use of the indefinite <a> or <an>.

except sentence 19. In the plural, the indefiniteness is signaled by not using articles at all. When a noun is used without an article, more emphasis is put on the noun itself, as shown in the following examples:

28. *Dreams* are often predictions.

29. *People* can be selfish.

The indefinite articles <a> or <an> are not required before singular count nouns that are preceded by determiners. This may include demonstratives, adjectives, or possessive adjectives.

30. I have to graduate **this** semester.

31. You should return **my** car by Friday noon.

32. I bought **another** new camera for my daughter's birthday.

There are other syntactic and semantic uses and restrictions related to reference with the indefinite article <a> with noun phrases that are not included in this discussion. Some uses of the definite article <the> are discussed in the section below.

2.4.1.2. The definite article <the>

Unlike the indefinite article <a>, the definite article <the> can be used with both count and non-count nouns. In general, the article <the> indicates definiteness (sometimes uniqueness), and refers to a specific or particular noun, as shown in the examples:

33. **The Mambas** are playing against **the** Bafana-Bafana this Sunday.

34. Look outside! Unbelievable! **The** snow has melted completely.

35. I will send you **the** money, once I get my check.

I mentioned earlier that the definite article tells the hearer, in effect, that the object referred to is a member of one of the evoked sets, and instructs him to find the right set and relate the referent to it. This type of specificity is shown by the following example:

36. I bought a brand new Canon camera and an apple watch from Amazon for my daughter. **The** *camera* cost me ‘*an arm and leg*’, but **the** *watch* was \$80 US dollars.

In some cases, it is knowledge of the immediate situation or specific localized knowledge that accounts for good communication between the speaker and hearer, as shown in these examples:

37. Don’t forget to send me **the** *forms*, please!
38. Bring back **the** *dictionary* when you are done.

The definite article <*the*> can also be used in situations expressing wider general and schematic knowledge within the universe, such as:

39. **The** *Pacific Ocean*.
40. **The** *world* is round; and **the** *sky* is blue.
41. **The** *sun* rises from **the** *east*, and sets in **the** *west*.
42. Hurricanes usually come from **the** *south*.

Yet, the article <*the*> can occur in cases where the anaphoric knowledge is combined with schematic or localized knowledge:

43. I did not like **the** *presentation*. *The language* was too professional.
44. Isa, did you catch **the** *bus* to go to **the** *mall*? – Yes, I did.

In examples 43 and 44, both the speaker and listener, or the writer and reader share the information, or they are familiar with the item that is being referred to. In cases where the speaker and hearer do not share the content being talked about, the cataphoric element locates the

referent so as to avoid uttering unnecessary anaphoric reference to an indefinite noun phrase. See the examples below.

45. I went to a Mexican restaurant last night. **The** food was excellent.

46. *Writing a thesis* is always *one of the hardest moments in our academic life*.

The definite article <the> is also used with nouns that have modifying phrases or noun clauses that identify the referred items as specific. See the examples below.

47. **The** explanation *that I got from my program advisor* was helpful.

48. **The** information *from the write place workshop* was invaluable.

49. *Information* spreads over the world rapidly through new technology advancement.

Example 49 is the case of zero forms because no article is used. This means that the subject noun phrase *information* is unspecified. The author refers to information in the general sense. It is also worthwhile to underline that the definite article <the> may be omitted when modifying phrases or clauses that do not refer to one item in a class, but are merely narrowing down the class, as illustrated by the following examples:

50. *Linguistics* is hard, but I love it.

51. *Shoes* made of leather are very expensive.

52. *Cars* imported from Germany are quite expensive.

The definite article <the> is also used before time expressions such as *morning*, *afternoon*, and *evening* often preceded by the preposition <in>, as shown in the examples below:

53. I start work at six in **the morning**, and finish in **the afternoon** by 3 hours and 30 minutes. In **the evening**, I go to school for my classes.

The definite article <*the*> can also be used with superlatives, ranking adjectives, and ordinal numbers to make nouns specific, as illustrated in the following examples:

54. *The* Nile is ***the*** *longest* river in Africa.

55. ***The*** *next* exam will be on online on D2L.

56. ***The*** *first* man to land on the moon was Armstrong on July 20, 1969 at 20:18 UTC.

Similarly to the indefinite article <*a*>, there are, of course, more restrictions related to syntactic, semantic, and other special cases on the use of the definite article <*the*>. However, they are beyond the scope of this study and are not addressed.

2.4.2. Similarities and peculiarities between English and Portuguese in article usage

I now address syntactic and semantic similarities, including peculiarities in articles usage between English and Portuguese. For more details, I will use an inspirational refrain credited to President Samora Machel, the first president of independent Mozambique. I chose this excerpt because it includes good examples of anaphoric reference commonly found with articles in Portuguese. My discussion will include diagrams summarizing the main features of article syntax of the two languages.

2.4.2.1. Similarities

Consider the excerpt below from President Samora Machel's speech when addressing crowds of eager Mozambicans soon after independence from the Portuguese colonial rule in June, 1975:

“**A** luta continua! **A** luta continua! **A** luta continua! Contra o quê? **A** luta continua contra o quê? Contra **o** tribalismo. A luta continua! Contra **a** ignorância, contra **o** analfabetismo, contra **o** exploração, contra **a** exploração do homem pelo homem, contra **a** superstição, contra **a** miséria,

contra **a** fome, contra **o** pé descalço. **A** luta continua! Para que sejamos todos homens iguais! Há **alguns** que se sentem orgulhosos porque foram colonizados pelos ingleses; **os** ingleses são civilizados e constituíram **um** grande império. E há **outros** que pensam que são intelectualmente mais desenvolvidos, mais civilizados, mais evoluídos porque foram colonizados pelos franceses. Eu fui colonizado pelos portugueses. **O** país mais subdesenvolvido da Europa, mas ainda colonialista. *Colonialismo é um crime contra a Humanidade.* Não há colonialismo humano. Não há colonialismo democrático. Não há colonialismo não explorador...”

From VIDISCO Mozambique archives also available at

https://www.youtube.com/watch?v=44Q_6VmN0uU

English version:

*“**The** struggle continues! **The** struggle continues! **The** struggle continues! Against what? Against what **the** struggle must continue! Against tribalism. **The** struggle continues! Against ignorance, against illiteracy, against men by man exploitation, against superstition, against misery, against hunger, against lack of clothes. **The** struggle continues! So that someday we will all be equal! There are **some** who feel a certain pride because they were colonized by **the** English. **The** English are civilized and have built **a** great empire. There are **others** who think that they are intellectually more developed, more civilized, more evolved because they were colonized by **the** French. I was colonized by **the** Portuguese. **The** most backward country in Europe, but still colonialist. Colonialism is **a** crime against Humanity. There is no humane colonialism. There is no democratic colonialism. There is no non exploitive colonialism...”*

Data show clearly that Portuguese and English share some aspects in the syntax of articles. The most remarkable syntactic and semantic patterns between the two languages

include—1) both Portuguese and English have specific morphemes that function as definite and indefinite markers, and 2) the use of indefinite articles is determined by semantic features related to number and reference.

In both passages the use of definite noun phrases signals specificity or co-reference, something that the speaker and listener are familiar with. Every Mozambican citizen was aware that by “*the* struggle will continue”, President Machel referred to the liberation war against the Portuguese colonial regime started in 1964. Using this refrain, President Machel was demanding total independence and welfare of all Mozambicans.

We also see that in his speech, President Machel uses the indefinite articles <um> equivalent to <a/an>, the indefinite quantifier <alguns>, and the pronoun <outros> which are equivalent to <some> and <others>, respectively, to express indefinite content. These uses are also found in English, as shown below:

57. “There are *some* who feel a certain pride because they were colonized by the English. The English are civilized and have built a great empire. There are *others* who think that they are intellectually more developed, more civilized, more evolved because they were colonized by the French. (...) Colonialism is *a* crime against Humanity.”

When referring to generic content such as *colonialism* no article was used at all. Note that in Portuguese there are instances where the definite <the> is required with generic expressions such as those illustrated above with <o⁷ tribalismo> and <a Humanidade>. This is because the syntax of articles in Portuguese is gender-based and morphological rules will apply for inflection.

⁷ Gender peculiarities are discussed in section 2.4.2.2.

Similarities are extensive to the use of the definite <the> with modifiers such as superlatives, ranking adjectives, and ordinal numbers to make nouns specific.

58. “I was colonized by **the** Portuguese. **The** most backward country in Europe, but still colonialist.”

“Eu fui colonizado pelos portugueses. O país mais subdesenvolvido da Europa, mas ainda colonialista.” (In Portuguese).

59. Stella was **the** first to finish the marathon.

A Stella foi a primeira a cortar a meta na maratona. (In Portuguese)

60. **The** next exam will be online on D2L.

O próximo exame será online via D2L. (In Portuguese).

In both English and Portuguese the definite <the> can be used with count or non-count nouns and proper names to express uniqueness, generic or specific meaning.

61. “I was colonized by **the** Portuguese. **The** most backward country in Europe, but still colonialist.”

62. **The** Pacific Ocean VS **O** Oceano Pacífico. (In Portuguese)

63. **The** world is round VS **O** mundo é redondo. (In Portuguese)

It is true that in both English and Portuguese the definite article <the> can be used with nouns to express uniqueness, generic or specific meaning. Nevertheless, in Portuguese there are instances where the definite <the> is omitted before NPs, especially when addressing prominent figures using their proper names, or to deliberately express politeness or serenity, as shown below:

64. Stella was the first to finish the marathon.

A Stella cortou a meta em primeiro lugar na maratona. (Addressing a close friend).

65. *Eduardo Mondlane* was the founder and first president of FRELIMO.

Eduardo Mondlane foi o fundador e primeiro president da FRELIMO. (More polite in Portuguese).

It is worthwhile to note that there are some peculiar characteristics that make Portuguese distinctive from English in the syntax of articles. Two of the most distinctive features between English and Portuguese in the syntax of articles are discussed in the following section.

2.4.2.2. Peculiarities

a) Peculiarities related to phonological patterns

One of the most peculiar characteristics that distinguishes Portuguese from English in article usage is sound patterns. Consider the following examples:

66. Art is **an** imagination. An artist should be creative to become **a** reference in the world.

Leonard Davinci was **a** genius artist from the Medieval Era.

*A arte é **uma** imaginação. **Um** artista deve ser criativo para se tornar **uma** referência internacional.* Leonard Davinci foi **um** artista génio da Idade Média. (In Portuguese).

The examples above clearly show that the nouns <imagination> and <artist> are vowel sounded, while the noun <reference> has a more consonant sound in both Portuguese and English. Therefore, in English, the first two nouns require the indefinite <an>, whereas <a> will be appropriate with the noun <reference>. In contrast, the use of the indefinite articles <a/an> in Portuguese does not require any kind of sound patterns. Instead, the selection of articles is mainly determined by inflectional morphology. The uses of articles as determined by inflectional features are discussed in the following section.

b) Peculiarities related to inflectional patterns

Inflection is another distinctive feature in Portuguese article usage. In addition to semantic features related to definiteness, indefiniteness, generality, or specificity, the selection of any article in Portuguese will predict the number and gender of nouns it precedes. This means that morphological rules will account for inflection when articles precede singular or plural nouns. Compare the following examples with definite articles:

67. **The** presentation was very interesting. VS *A apresentação foi muito interessante.* (In Portuguese).

68. **The** presentations were very interesting. VS *As apresentações foram muito interessantes.* (In Portuguese).

69. **The** book is on the table. VS *O livro está na mesa.* (In Portuguese).

70. **The** books are on the table. VS *Os livros estão na mesa.* (In Portuguese).

The semantic features from the articles above are described below. In sentence 67, the definite article <a>, equivalent to <the> in English, is both [+ singular and + feminine] because the noun *apresentação* (presentation) is also both [+ singular and + feminine]. In 68, the definite article <as> also equivalent to <the> in English, is both [+ plural and +feminine] because the noun *apresentações* (presentations) is also both [+ plural and + feminine].

Inflectional patterns related to gender and number are also found in example 69. The definite article <o>, which is equivalent to <the> in English, is both [+ singular and + masculine] because the noun *livro* (book) is also both [+ singular and + masculine]. In 70, the definite <os>, also equivalent to <the> in English, is both [+ plural and + masculine] because the noun *livros*

(*books*) is also [+ plural and + masculine]. Now let us consider the examples below, which involve inflection with indefinite articles.

71. Last Friday I went to **an** Apple dealer shop in Chicago. I bought **a** camera and **an** Apple watch. My daughter Wanda ordered some shorts and some basketball T-Shirts. She is a great fan of LeBron James.

*Na sexta-feira passada fui a **uma** loja da apple em Chicago. Comprei **uma** camera e **um** relógio 'apple watch'. A minha filha Wanda encomendou **ums** calções e **umas** camisetas de basketball. Ela é grande fan de LeBron James. (In Portuguese).*

In the above utterances, the indefinite <**uma**>, equivalent to <**a/an**> in English, is both [+singular and +feminine] and used with the singular nouns *camera* and *loja* with the latter meaning shop because both nouns are [+singular and +feminine]. Similarly, the indefinite <**um**>, which is equivalent to <**a/an**> in English, is both [+singular, +masculine] and it is attached to the singular noun *relógio*, which means watch also with [+singular, +masculine] features.

Finally, the indefinite <**uns**>, equivalent to <**some**> in English, which is the plural of <**um**>, is both [+plural and +masculine]. This article is attached to the plural noun *calções*, which is equivalent to *shorts*, also with [+plural and +masculine] features. The indefinite <**umas**>, also equivalent to <**some**> in English, which is the plural of <**uma**> is both [+plural and +feminine]. This article is attached to the plural noun *camisetas* which is equivalent to T-Shirts also with [+plural and +feminine] features.

The discussion above shows that sound patterns and inflectional morphological patterns are, thus, some of the most remarkable linguistic features that distinguish Portuguese from

English in the syntax of articles. The following table summarizes some similarities and peculiarities between Portuguese and English in article syntax.

Table 4

Syntactic, semantic, and inflectional features in English and Portuguese

Indefinite articles English			
Singular	Plural	Singular	Plural
72. <i>A</i> book	<i>Some</i> ⁸ books	<i>Um</i> livro	<i>Uns/alguns</i> ⁹ livros
73. <i>An</i> artist	<i>Some</i> artists	<i>Um</i> artista	<i>Uns/alguns</i> artistas
74. <i>A</i> girl	<i>Some</i> girls	<i>Uma</i> menina	<i>Umas/algumas</i> meninas
Definite articles English			se
75. <i>The</i> book	<i>The</i> books	<i>O</i> livro	<i>Os</i> livros
76. <i>The</i> girl	<i>The</i> girls	<i>A</i> menina	<i>As</i> meninas

When discussing reference with articles and NPs, the above syntactic, semantic and inflectional features can be summarized as follows:

⁸ In English the quantifier *some* is used to express indefiniteness with both count and non-count nouns (Smalley et al., 2012).

⁹ Also used to express indefiniteness with non-count nouns, but inflectional morphology will apply.

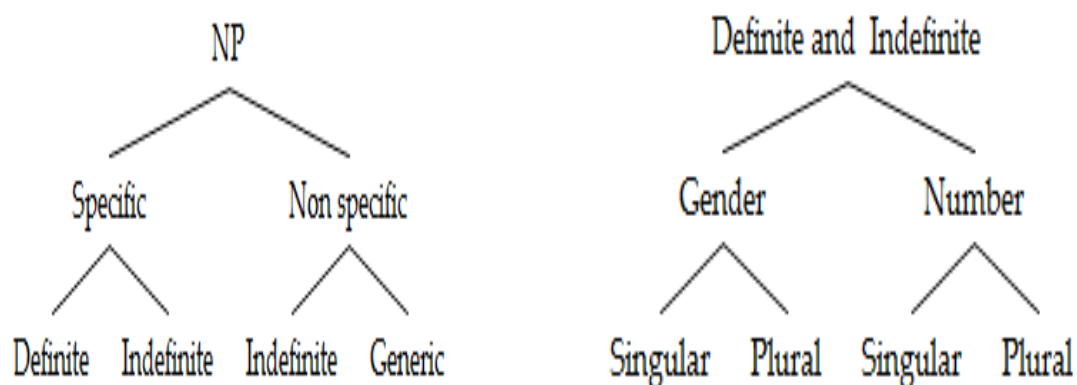


Figure 1. Reference and inflectional morphology with articles in Portuguese.

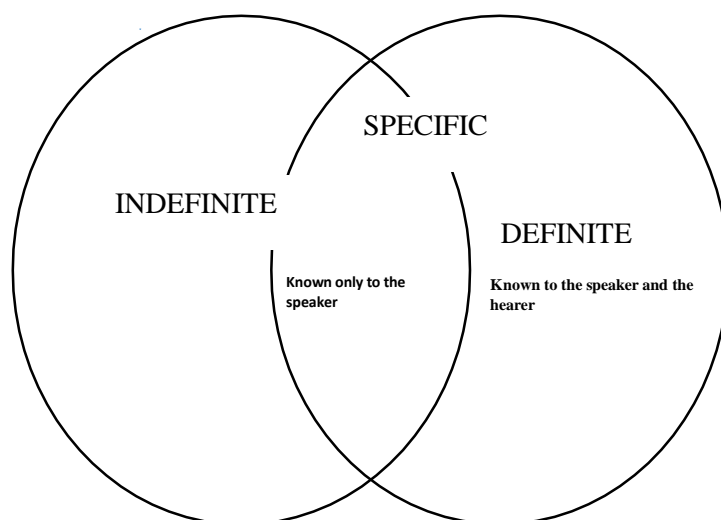


Figure 2. Specificity versus definite/indefinite reference in English. Adapted from Ardeshir (2000, p. 42).

2.5. Article use in Cicopi and Xichangana

Cicopi, also labeled Copi, and Xichangana are Bantu languages that belong to the Niger-Congo family spoken in the southern part of Mozambique. With 11.4% of speakers out of the 20,366,795 Mozambicans, Xichangana is the third most spoken language in Mozambique, while Cicopi accounts for 760,000 speakers (Lewis, 2009, p.158). It is well known that while some

languages have article systems, others do not. And yet, even languages with articles may differ with regard to their syntactic and semantic usage of articles. I will now discuss some relevant syntactic and semantic article usage in Cicopi and Xichangana. The syntactic and semantic features of article use with NPs, including generic and specific reference, will then be summarized in diagrams.

2.5.1. Definiteness and indefiniteness in Cicopi

Let us consider the following examples:

Table 5

Definite and indefinite markers in Cicopi

Indefinite articles Cicopi		Definite articles Cicopi	
Singular	Plural	Singular	Plural
77. d ibuku = a book	m abuku = some books	no markers	no markers
78. n' txayi = an artist	v atxayi = some artists	no markers	no markers
79. c ihoranana = a girl	s ihoranana = some girls	no markers	no markers
80. mati = water (mass noun)			

Examples 77 to 80 show clearly that Cicopi is an article-less language because it does not have syntactic morphemes that function as definite or indefinite markers. The highlighted morphemes are essentially nominal classes that account for inflectional morphology¹⁰ with nouns in Cicopi. Yet, all the NPs from the above examples qualify for indefinite or generic meaning through semantic interpretation. Thus, semantics plays a vital role for indefiniteness in Cicopi. This

¹⁰ For further discussion of nominal classes in Cicopi, refer to Linguistic Portfolios Volume 5, 48p.

language does not have markers for overt interpretation for definiteness with either mass, or singular and plural count nouns.

2.5.1. Generic and specific reference in Cicopi

In Cicopi, NPs used without determiners qualify for both indefinite and generic reference. With the NP *dibuku* in 81, the speaker does not refer to a specific book, but to any book. Thus, the semantic interpretation suggests a generic or indefinite meaning. This is also true for the NP *vathu* in 83 because the referent is people in general as shown in the following examples:

81. **Dibuku** (*a book in English*)

82. **Mabuku** *eyo* (*those books in English*)

83. **Vathu** (*people in English*)

84. **Male** *yangu/yakwe* (*my money or his/her money in English*)

In anaphoric reference, particularly immediate situation uses, NPs used without demonstratives or possessive adjectives may suggest specific reference. This is only true if the speaker and the hearer share the set of referents or when an NP occurs in a contextualized speech, as illustrated by the following example:

85. **Ungadivale** *ku posa male*. (*Don't forget to send the money*).

It is worthwhile to point out that NPs used with determiners such as possessive adjectives and demonstratives qualify for specific reference in Cicopi. The use of the demonstrative *eyo* (equivalent to *those* in English) with the noun *mabuku* (*books*) and the possessive adjectives *yangu/yakwe* (*my or his/her* in English), in examples 82 and 84, respectively, entails specificity in a shared subset of referents. Similarly to Portuguese, prefixes acting as definite or indefinite

markers in Cicopi will predict the number of the NPs and modifiers that they are attached to.

Consider the following examples:

86. **Cipatchi cangu.** (my wallet)

87. **Sipatchi sangu.** (my wallets)

In example 86, the prefix <ci-> attached to the NP *cipatchi* predicts the prefix <ca-> in the first person singular possessive adjective *cangu*. In this sentence, both the prefixes <ci-> and <ca-> act as singular markers. Likewise the prefix <si-> in sentence 87 predicts the prefix <sa-> because it acts as plural markers. The above examples show that while the prefixes <ci-> and <ca-> convey singularity, the prefixes <si-> and <sa-> act as plural markers.

2.5.2. Article use in Xichangana

Xichangana is also an article-less Bantu language with no overt markers for (in) definiteness. Semantics plays a vital role for (in) definiteness. Cicopi and Xichangana have semantic and syntactic similarities with articles usages in both generic and specific reference. The table below briefly summarizes definite, indefinite, generic, and specific reference with articles in Xichangana.

Table 6

Definite and indefinite markers in Xichangana

Indefinite articles in Xichangana			
Singular	Plural	Singular	Plural
88. a-buku = a book.	a-mabuku = some books.	no markers	no markers
89. a-mutchayi = an artist.	a-vatchayi = some artists.	no markers	no markers
90. a-nwanyana = a girl.	a-tinwanyana = some girls.	no markers	no markers
91. a-mati = water (mass noun)			

Note that in Xichangana the particle <a-> is often attached to NPs. However, this particle is an optional feature. The particle <a-> does not play either any essential syntactic or semantic role in discourse. It is simply a distinctive emphatic element of Xichangana, and its omission does not interfere with meaning. The diagrams below summarize the main syntactic and semantic features of article use with NPs in Cicopi and Xichangana, including generic and specific reference.

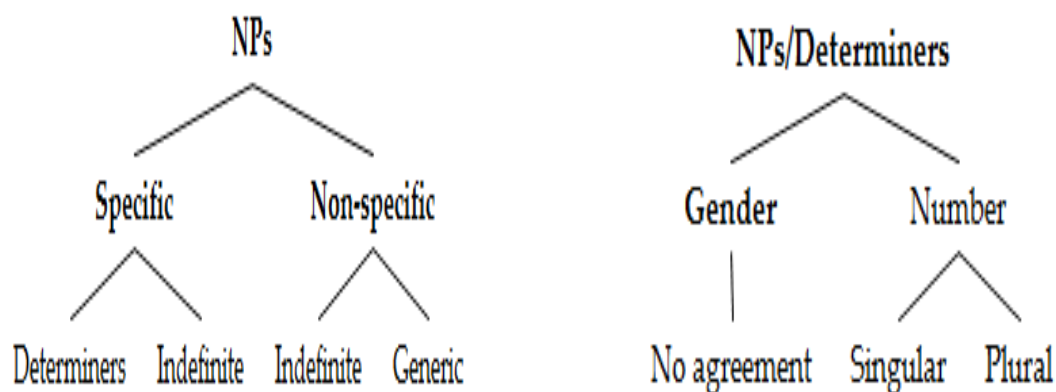


Figure 3. Summary of reference and inflectional morphology with articles in Cicopi and Xichangana.

2.6. Summary

Articles top the list of the most commonly used words in English. Portuguese and English are two languages with articles systems. However, each language is distinctive in the syntax of articles. The use of articles in English is determined by phonetic and syntactic patterns, in addition to semantics. In Portuguese the selection of articles is chiefly based on inflectional morphology patterns related to gender and number. Portuguese is, thus, a gender-based language, and inflectional morphology plays a vital role in article syntax, in addition to semantics.

Cicopi and Xichangana are article-less languages. These two languages lack syntactic morphemes that function as definite and indefinite markers. In both languages, semantics plays a

vital role for (in) definite, generic, and specific reference. The particle <a->, which is often attached to NPs, distinguishes Xichangana from Cicopi in the syntax of articles. However, this particle does not play any essential syntactic or semantic role in discourse. It is simply an optional feature and its omission does not interfere with meaning. In Cicopi and Xichangana prefixes that act as definite or indefinite markers will predict the number of the NPs and modifiers that they are attached to.

Chapter 3: Methodology

3. Data Elicitation Method

For data elicitation, this study used an anonymous questionnaire with written gap-filling tasks. All tasks were designed to elicit data on English article usage with both noun phrases and acronyms. Participants completed tasks using the articles <a/an>, <the> or <Ø> where no article is required. Syntactic structures with acronyms will give insights on article use based on sound and syntactic patterns, whereas noun phrases will also help explain patterns related to generic, specific, and anaphoric reference.

To minimize the number of coding categories of article uses data were summarized in three sets: specific, non-specific, and anaphoric reference. The classification of these categories followed the Location Theory by Hawkins (1978). Specific reference included <the-phrases> in which both the speaker and the hearer share the set of referents evoked in the speech such as: “I will send you *the money* when I get my check.”

Noun phrases in which the indefinite article <a> was used qualified for non-specific reference. This category included <a-phrases> particularizing items from a certain class or subclass as for example: “Stella bought *an iPhone* last week”. All <the-phrases> implying

shared or all members of a class such as “*The world* is round”, and “*The sun* rises from *the east*” were also classified as non-specific reference. Similarly, generic reference through zero forms as for example: “*Plants* need water to survive” were included in non-specific reference.

Lastly, anaphoric reference included definite NPs that function as an anaphor to a textual antecedent previously mentioned by the speaker in his utterance such as: “I bought *a brand new camera* and *an Apple watch* for my daughter Stella. *The* camera was \$80 US dollars, but “*The* watch cost me an arm and a leg”. This third category did not include associative anaphoric reference, which is the second type of anaphoric reference proposed by Hawkins (1978) on the definite article use.

Data analysis was based on both qualitative and quantitative analyses. In addition to descriptive statistics using frequency tables, T-tests using independent samples were run to determine similarities or differences between the high school students and college students in their performance with articles. After further evaluation and interpretation of meaningful communicative patterns, the qualitative data were quantified and presented in tables and bar charts. The combination of both qualitative and quantitative methods gave a full picture of empirical evidence from the research.

3.1. Research questions

Continuous research documents that articles top the list of the most used words in English. In the field of second language acquisition (SLA), English articles are challenging for most non-native English learners. Substantial findings also reveal that the challenge with English articles is serious for speakers whose native languages have articles, but are used differently from English.

As discussed in section 1.4, Mozambique is a multilingual country. The vast majority of Mozambican languages are mutually intelligible, and some lack articles systems. Particularly, the acquisition of the indefinite English article <a> is challenging for most Mozambican students. First, while the use of the indefinite English articles <a> and <an> is mainly determined by phonetic patterns and semantics, the syntax of articles in Portuguese is based on inflectional patterns related to gender and number, in addition to semantics.

In academic prose, article misuses are taken seriously. Learners and writers are critically judged for the misuse of articles. Apart from discourse impairment, lack of mastery of articles may bring the writer's credibility into question. In light of the cross-linguistic variations on article use discussed in section 2.4, this empirical study is based on the following 3 research questions:

1. What syntactic patterns appear to be common in the use of English articles with both acronyms and noun phrases by Mozambican English language learners?
2. Which syntactic structures will be the most troublesome to participants: specific, non-specific, or anaphoric reference?
3. What are the factors that might account for these patterns?

I have long been interested not only in my own challenges faced when learning English articles, but also in the problems of Mozambican English learners, particularly fluent speakers of Portuguese. The leading approach taken to this study is the Location Theory by Hawkins (1978). Based on the learners' errors description, the main goal of the study is to determine the linguistic patterns that arise in the use of English articles with both noun phrases and acronyms. The answers can give us some ideas about how well English is taught and acquired.

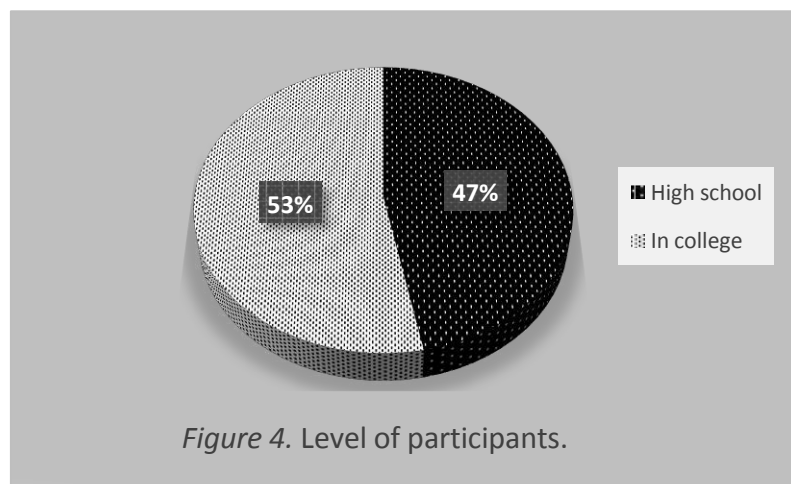
3.2. Participants

The participants in this study are Mozambican English language learners. There were basically two targeted groups of learners: 34 college students (18 males and 16 females), and 30 high school students (21 males and 9 females) who are currently attending the third level of English language at any branch of the Languages Institute in Mozambique. The information about the level of participants is summarized in Table 7 and Figure 4.

Table 7

Participants and their current level of education

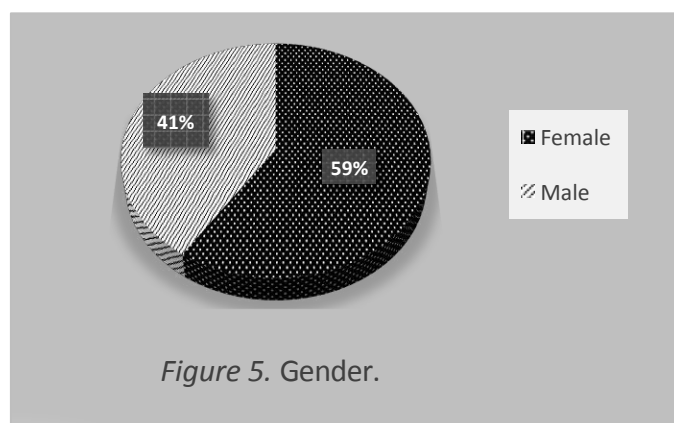
Current Level		Number of participants	Percentage
Valid	High school	30	46.9
	College students	34	53.1
	Total	64	100.0



In this study, 38 participants were male and 26 were female, corresponding to 59.4% and 40.6%, respectively. Table 8 and Figure 5 give more details on gender of participants.

Table 8. *Gender of participants*

Gender		Number of participants	Percentage
Valid	Male	38	59.4
	Female	26	40.6
	Total	64	100.0



Out of the 64 participants, 53 were aged between 18 and 25 years corresponding to 82.8%, while 11 participants were 26 years old or above, equivalent to 17.2%. Table 9 and Figure 6 summarize data on participants' age.

Table 9

Age of participants

Age Groups		Number of participants	Percentage
Valid	18-20	32	50.0
	21-25	21	32.8
	26+	11	17.2
	Total	64	100.0

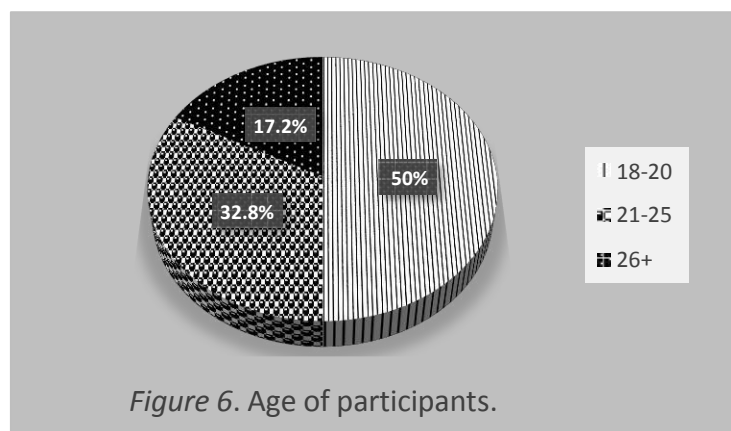
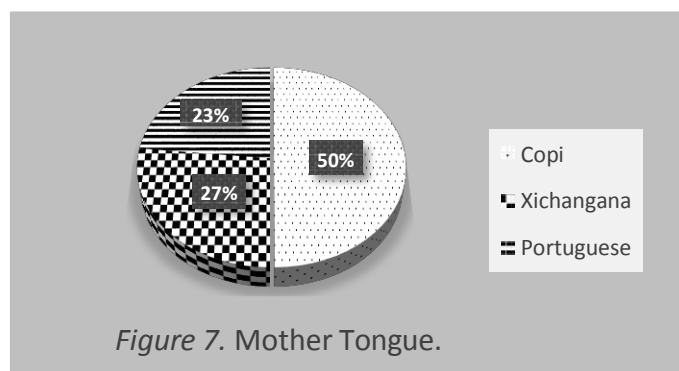


Table 10 and Figure 7 subdivide the participants by mother tongue. We see that Cicopi is the mother tongue of 32 participants, corresponding to 50%. Data also show that 17 participants were native speakers of Xichangana, representing 26.6%. Portuguese, which is the instruction language in Mozambique, accounted for 15 native speakers for a percentage of 23.4%.

Table 10

Mother Tongue

Language Groups	Number of participants	Percentage
Valid Cicopi	32	50.0
Xichangana	17	26.6
Portuguese	15	23.4
Total	64	100.0

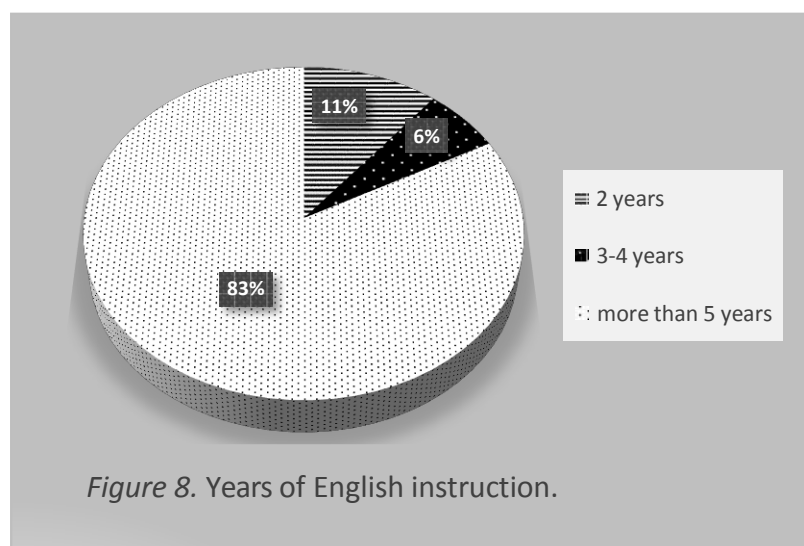


Overall, both high school students and college students had been studying English for more than five years. The two distinctive groups were chosen for analysis because they differ with regard to time of English instruction¹¹ and class meetings per week. While high school students spend 12 hours on English instruction per week, college students have 3 hours and 30 minutes of English instruction per week. Below is the summary of the length of study of the participants.

Table 11

Length of study

Groups	Length of Study (LOS)	Percentage
Valid 2 years	7	10.9
3-4 years	4	6.3
More than 5 years	53	82.8
Total	64	100.0



¹¹ Refer to Tables 1 and 2 in section 1.6, for more details on time of English instruction and class meetings per week in formal education in Mozambique.

3.3. Materials

The questionnaire used in this study was designed on the basis of closed-item questions. Participants were required to complete the tasks using the articles *<a/an>* and *<the >*, or *<Ø>* for zero forms. Gass and Mackey (2005) note that one of the major advantages of questionnaires in second language research is that, apart from being easily repeatable, questionnaires elicit comparable information from a huge number of participants for cross-sectorial or longitudinal studies in a short period of time.

Gass and Mackey (2005) distinguish two types of items in questionnaires: closed and open-ended items (p. 93). In the first category, the researcher determines the possible answers, whereas open-ended question items allow the informants to answer in a manner that they think fits the content. Gass and Mackey (2011) remark that one of the primary advantages of closed-item questions is that they typically involve a greater uniformity of measurement, and therefore greater reliability.

The questionnaire designed for data elicitation consisted of three sections. Section One was about participants' academic background, including languages that they speak. In Section Two participants completed 40 sentences with noun phrases and acronyms. Section Three is a 152-word passage with 24 blank space items. Participants were required to complete the tasks using the articles *<a/an>* and *<the>* or *<Ø>* where no article is required. All tasks were designed to elicit participants' ability in the use of English articles with both noun phrases and acronyms.

Complying with the Graduate Studies requirements and as part of the thesis process, prior to data collection, the researcher submitted the IRB protocol and got approval from the Saint

Cloud State University Institutional Review Board. A complete copy of the IRB approval, which also includes the questionnaire used to collect data is included in the appendices.

3.4. Procedures

The questionnaires were printed and packed in envelopes for easy handling. After getting the IRB approval and prior to the administration of the questionnaires, the researcher requested and got permission from managers of the target schools to work with students in their home institutions. Arrangements were also made to meet the students in their normal classroom settings in the presence of their teachers.

The contacted teachers helped me in the administration of the questionnaires. After distributing the materials the researcher then gave instructions to participants on how to complete the tasks. Participants had 20 minutes maximum to complete the questionnaires. No collaboration was allowed. Most of the participants completed the tasks in less than 20 minutes. The researcher then collected the questionnaires and packed them in an A3 sized envelope.

The collected tokens on articles uses were then classified in four subcategories. The first category included tokens with the indefinite article <a>. The second group consisted of tokens with the article <an>, and the third was composed of tokens with the definite article <the>. The fourth category, which is referred to as zero forms, included NPs expressing generic reference that required no article. The indefinite articles <a/an> were separately categorized for better discussion of morpho-phonological patterns. This sampling frame borrowed syntactic-semantic interpretations from Hawkins (1978) on article use with NPs. Further results gave insights on how sound patterns were challenging for most participants.

Chapter 4: Results and Discussion

4. Data Analysis

In this analysis, upon completion of testing with 64 sentences, 14 sentences with both noun phrases and acronyms were randomly selected for qualitative data analysis. Data analysis focused on the use of English articles with both noun phrases and acronyms. Qualitative data analysis was based on both syntactic and pragmatic interpretations related to specific, generic, and anaphoric reference. Throughout the data analysis, I also addressed core issues on the uses of the indefinite articles <a/an> with noun phrases and acronyms as determined by sound patterns.

Before the actual analysis of the collected data, I asked three American English native speakers who teach English as a Second Language at a Midwestern state university to make acceptability judgments on the use of the articles <a/an> and <the>. These judgments focused on syntactic-pragmatic patterns of article use with noun phrases related to both generic and specific interpretations. With acronyms, the judgements focused more on sound patterns with the indefinite articles <a> and <an>.

There were a few sentences that suggested ambiguous interpretations, such as: “My professor lives in tallest building in hotel in the mid-town” and “My mother is both MP and FDC activist.” Acronyms were used chiefly to test the use of the indefinite articles <a> and <an> based on sound patterns. Therefore, analytical discussion of samples with acronyms are included in the sound patterns discussion. Other cases of utterances similar to the above mentioned would be included in morpho-phonological and/or syntactic-semantic patterns, depending on the main focus of discussion in which these samples can be found.

In data analysis, I applied both qualitative and quantitative methods. Since the study targeted two distinct groups with respect to their English instruction (level and hours of English instruction per week), T-tests using independent samples were run to determine the level of accuracy with articles. T-tests were also applied to determine the participants' performance based on their level of education and first language.

4.1. Results

The sample size of the study was 64 participants ($n=64$). The alpha level that was used to test the significance of the relationship among the variables was $p<.05$. Based on the defined alpha level, if p-values are less than .05 ($p<.05$), then the two groups will be claimed to have statistical differences in the level of performance. If p-values are higher than .05 ($p>.05$), then no significant difference is observed between the two groups. After further evaluation and interpretation of meaningful communicative patterns, qualitative judgments were quantified and presented in bar charts. The combination of both qualitative and quantitative methods allowed concise presentation of data and gave a full picture of the findings.

The tasks included in the questionnaire consisted of two main sections. Part 1 consisted of 40 simple and complex sentences with noun phrases and acronyms, while Part 2 was a 152 word short passage with 24 blank space items. All tasks were designed to elicit responses that demonstrated participants' ability in the use of English articles with both noun phrases and acronyms. A total of 7808 tokens on article use were produced with both noun phrases and acronyms. Throughout this paper tokens means samples of article use with both NPs and acronyms.

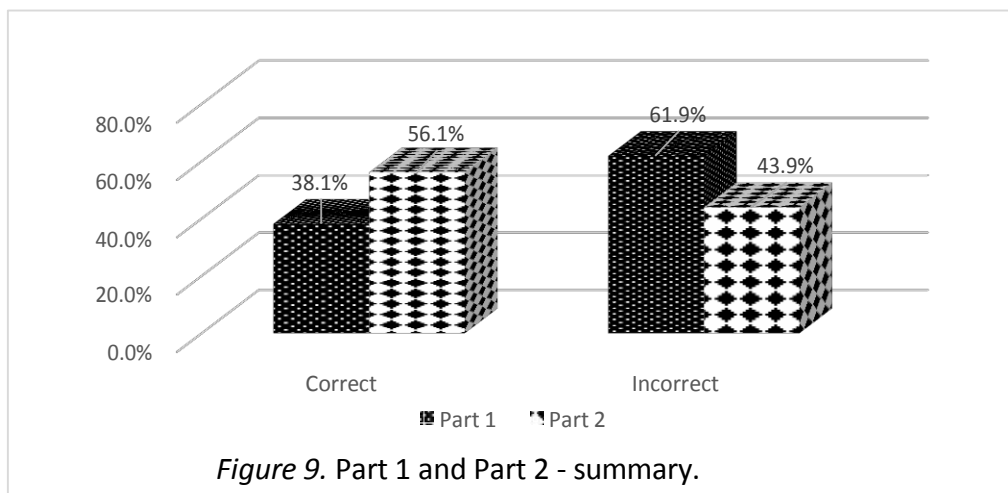
4.1.1. Part 1 and part 2

The overall results show that the level of accuracy was better in Part 2 than in Part 1. With a total of 6272 tokens in Part 1, the level of accuracy was 38.1%. In Part 2, participants correctly completed 862 out of 1536 tokens, an accuracy percentage of 56.1 Table 12 shows that the difference in the level of accuracy between Part 1 and Part 2 was 18%.

Table 12

Part 1 and Part 2 – summary

Group	Participants	Total of tokens	Total correct	Percentage	Total incorrect	Percentage
Part 1	64	6272	2392	38.1%	3880	61.9%
Part 2	64	1536	862	56.1%	674	43.9%



Comparing the two education levels, the data reveal that high school students slightly outperformed college students in both Part 1 and Part 2¹². For high school students, the level of

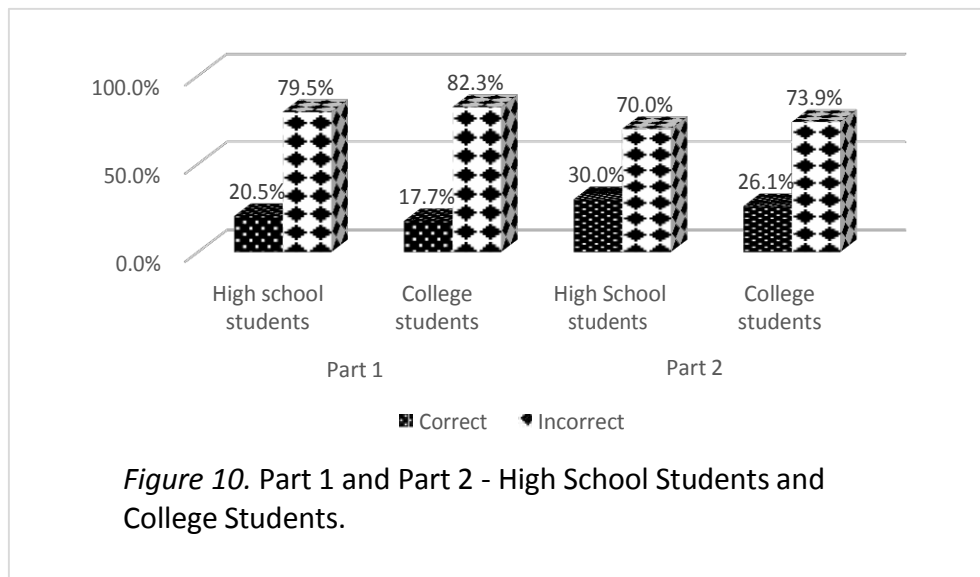
¹² This is a puzzling finding, as one could expect the opposite. More research focusing on socioeconomic status of students, teacher training, and other factors which are not addressed in this study, might be illuminating.

accuracy was 20.5% and 30% in Part 1 and Part 2, respectively. The level of accuracy for college students in Part 1 was 17.7%, while in Part 2 it was 26.1%. However, data show that the level of inaccuracy with articles in both parts for both groups was as high as 70% because neither of the groups scored more than 30%, as shown in Table 13 and Figure 10.

Table 13

Part 1 and Part 2 – High School Students and College Students

Level	Participants	Total of tokens	Total correct	Percentage	Total incorrect	Percentage
Part 1	High school students	30	6272	1284	20.5%	4988
	College students	34	6272	1108	17.7%	5164
Part 2	High School students	30	1536	461	30.0%	1075
	College students	34	1536	401	26.1%	1135



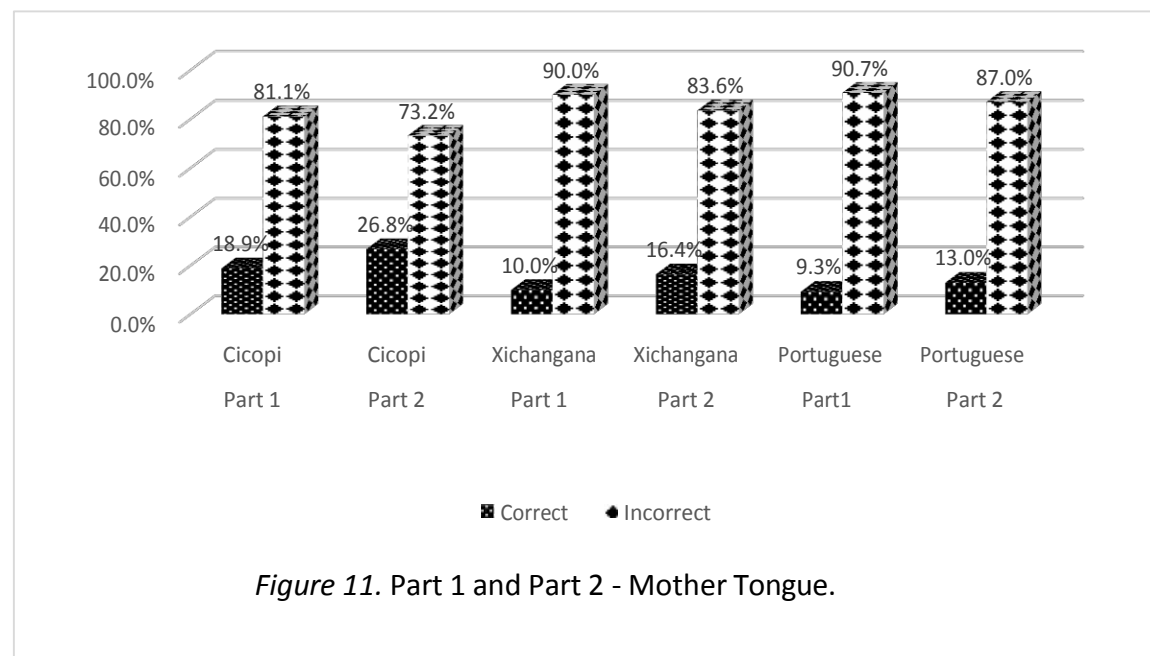
Concerning the mother tongues of participants, native speakers of Cicopi performed best of all speakers, with 18.9% and 26.8% in Part 1 and Part 2, respectively. Native speakers of

Xichangana performed second best, with 10% and 16.4%, while speakers of Portuguese performed third best, scoring 9.3% and 13%, in Part 1 and Part 2, respectively. As illustrated in the table below, the level of inaccuracy was as high as 73 % in both Part 1 and Part 2 for all three groups.

Table 14

Accuracy and LIs of participants

	Language	Participants	Total of tokens	Total correct	Percentage	Total incorrect	Percentage
Part 1	Cicopi	32	6272	1184	18.9%	5088	81.1%
Part 2	Cicopi	32	1536	411	26.8%	1125	73.2%
Part 1	Xichangana	17	6272	627	10.0%	5645	90.0%
Part 2	Xichangana	17	1536	252	16.4%	1284	83.6%
Part 1	Portuguese	15	6272	581	9.3%	5691	90.7%
Part 2	Portuguese	15	1536	199	13.0%	1337	87.0%



4.1.2. Definite articles, indefinite articles, and zero forms

As shown in Table 15, the definite article <the> has the highest level of accuracy with 55.7%, and zero forms have the lowest with 32.1%. The indefinite article <a> and its allomorph <an> were the second and third most difficult structures with 47.4% and 35.2%, respectively. Overall the level of inaccuracy is higher than 50%, except with the definite article, at 44.3%. Figure 12 gives a full picture of participants' performance with English articles.

Table 15

Definite articles, indefinite articles, and zero forms – summary

Article	Participants	Total of tokens	Total correct	Percentage	Total incorrect	Percentage
Article <a>	64	1792	849	47.4%	943	52.6%
Article <an>	64	1536	540	35.2%	996	64.8%
Article <the>	64	3584	1996	55.7%	1588	44.3%
Zero forms <Ø>	64	896	288	32.1%	608	67.9%

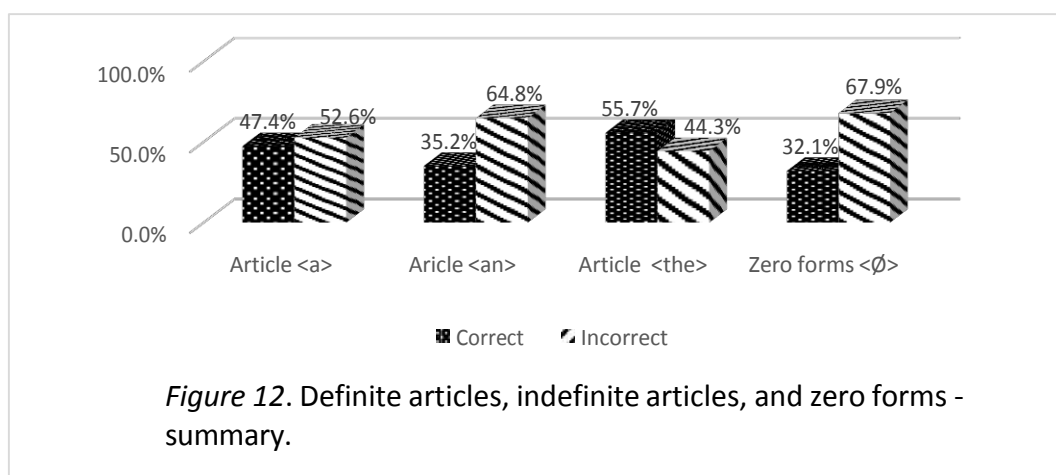


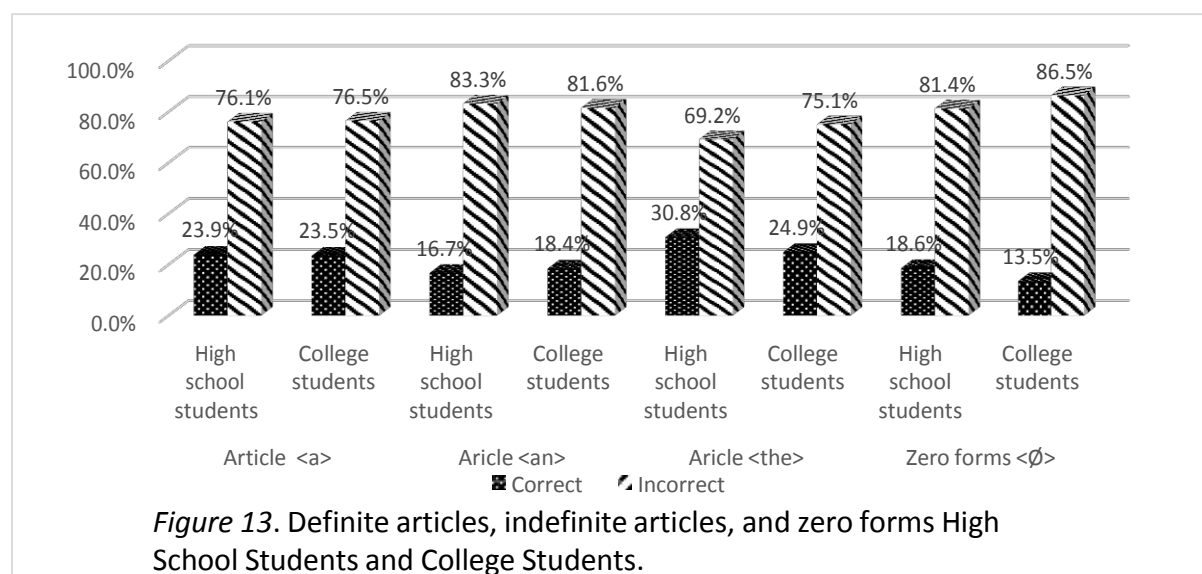
Table 16 shows that high school students outperformed college students in three categories. Data also reveal that for both groups the students performed best with the definite article <the> with an accuracy level of 30.8 % and 24.9% for high school students and college students, respectively. It was also found that although college students had the lowest level of

accuracy with zero forms (13.5%), they slightly outperformed their counterparts with the indefinite article *<an>*, scoring 18.6%. However, there was no difference in the level of accuracy with the indefinite *<a>*, accounting for 23% in both groups. Figure 13 shows clearly that the level of inaccuracy in all four categories was higher than 70%.

Table 16

Definite articles, indefinite articles, and zero forms – High School Students and College Students

Level		Participa nts	Total of tokens	Total correct	Percentage	Total incorrect	Percentage
Article <a>	High school students	30	1792	428	23.9%	1364	76.1%
	College students	34	1792	421	23.5%	1371	76.5%
Article <an>	High school students	30	1536	257	16.7%	1279	83.3%
	College students	34	1536	283	18.4%	1253	81.6%
Article <the>	High school students	30	3584	1103	30.8%	2481	69.2%
	College students	34	3584	893	24.9%	2691	75.1%
Zero forms <Ø>	High school students	30	896	167	18.6%	729	81.4%
	College students	34	896	121	13.5%	775	86.5%

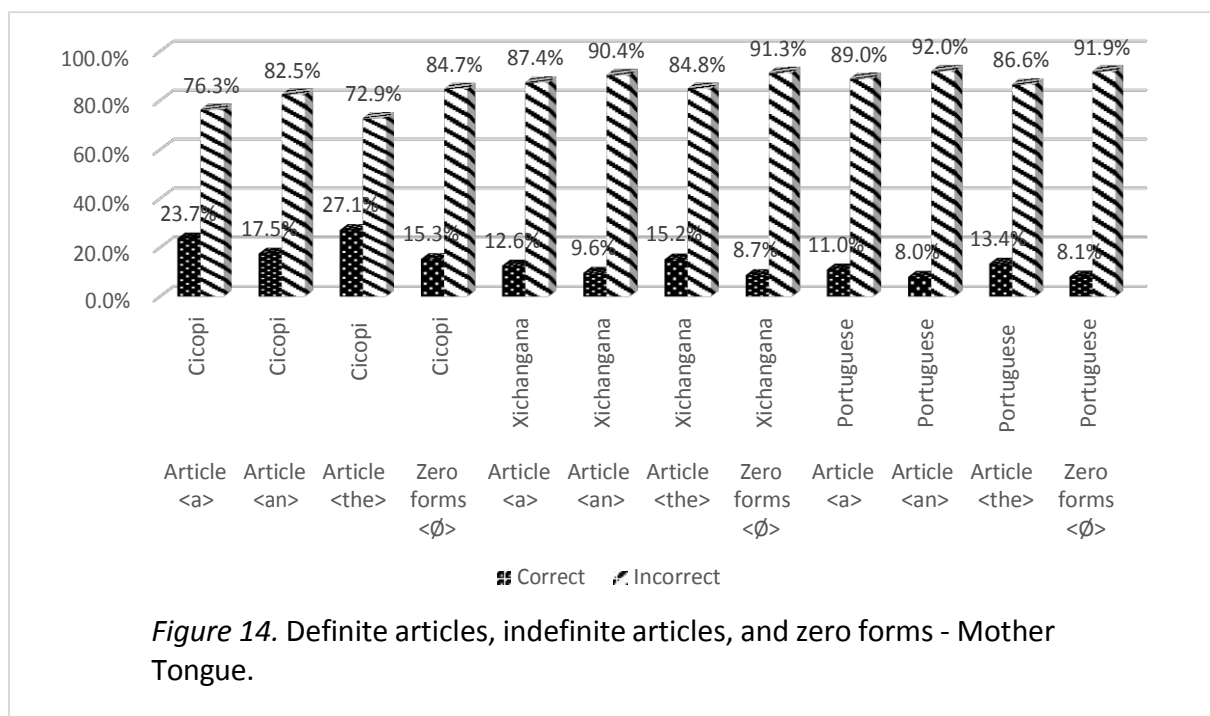


As shown in Table 17, the definite article <the> has the highest level of accuracy. Interestingly, findings reveal that native speakers of Cicopi performed best with both the definite article <the> and the indefinite article <an>, with 27.1% and 23.7%, respectively. The native speakers of Portuguese had the lowest level of accuracy with 13.4%, whereas speakers of Xichangana scored 15.2% with the definite article <the>. While speakers of Xichangana scored 9.6% with the indefinite <an>, for native speakers of Portuguese the level of accuracy with both the indefinite <an> and zero forms was the same (8%). The difference in performance between Cicopi and Xichangana is perplexing, given that both languages lack article systems. Figure 14 shows that the level of inaccuracy in all the four categories was as high as 73% because the maximum score was 27%.

Table 17

Definite articles, indefinite articles, and zero forms – Mother Tongue

Language		Participants	Total of tokens	Total correct	Percentage	Total incorrect	Percentage
Article <a>	Cicopi	32	1792	425	23.7%	1367	76.3%
Article <an>	Cicopi	32	1536	269	17.5%	1267	82.5%
Article <the>	Cicopi	32	3584	973	27.1%	2611	72.9%
Zero forms <Ø>	Cicopi	32	896	137	15.3%	759	84.7%
Article <a>	Xichangana	17	1792	226	12.6%	1566	87.4%
Article <an>	Xichangana	17	1536	148	9.6%	1388	90.4%
Article <the>	Xichangana	17	3584	543	15.2%	3041	84.8%
Zero forms <Ø>	Xichangana	17	896	78	8.7%	818	91.3%
Article <a>	Portuguese	15	1792	198	11.0%	1594	89.0%
Article <an>	Portuguese	15	1536	123	8.0%	1413	92.0%
Article <the>	Portuguese	15	3584	480	13.4%	3104	86.6%
Zero forms <Ø>	Portuguese	15	896	73	8.1%	823	91.9%



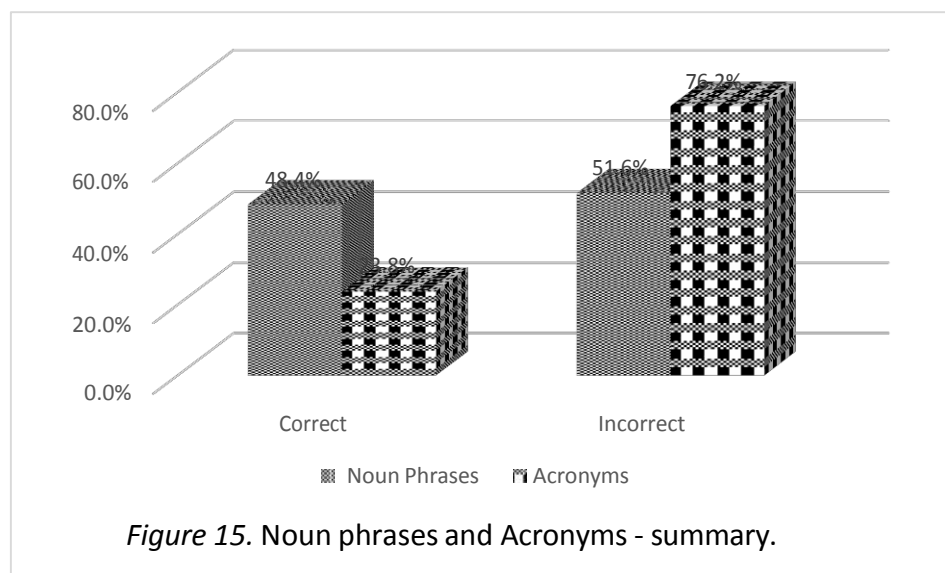
4.1.3. Noun phrases and acronyms

Overall the level of accuracy was better with noun phrases than with acronyms. With a total of 6144 tokens of NPs, participants got 3034 tokens correct, corresponding to 48.4%, versus 244 tokens correct (23.8%) out of 1024 tokens of acronyms. Table 18 and Figure 15 show that the level of inaccuracy with acronyms was as high as 76% versus 51.6% with noun phrases.

Table 18

Noun phrases and acronyms – summary

Group	Participants	Total of tokens	Total correct	Percentage	Total incorrect	Percentage
Noun Phrases	64	6144	3034	48.4%	3238	51.6%
Acronyms	64	1024	244	23.8%	780	76.2%

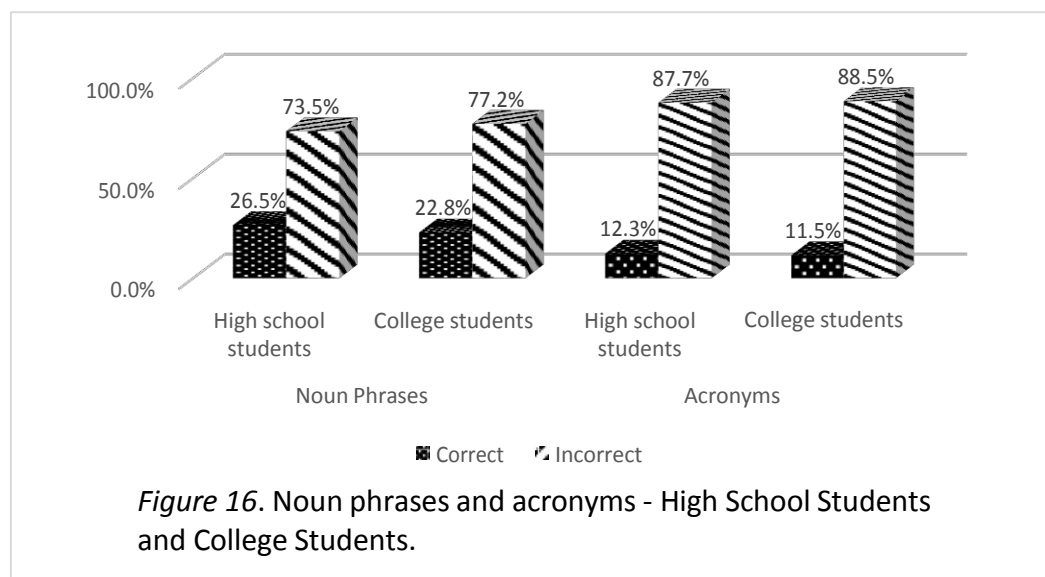


Results reveal that the level of performance with NPs was less than 30% for both high school students and college students. With acronyms there were no significant differences between the two groups. The level of accuracy with acronyms was 12.3% and 11.5% for high school students and college students, respectively. As shown in Table 19 and Figure 16, the level of inaccuracy with both NPs and acronyms was as high as 73%.

Table 19

Noun phrases and Acronyms – High School Students and College Students

Level		Participants	Total of tokens	Total correct	Percentage	Total incorrect	Percentage
Noun Phrases	High school students	30	6144	1631	26.5%	4513	73.5%
	College students	34	6144	1403	22.8%	4741	77.2%
Acronyms	High school students	30	1024	126	12.3%	898	87.7%
	College students	34	1024	118	11.5%	906	88.5%

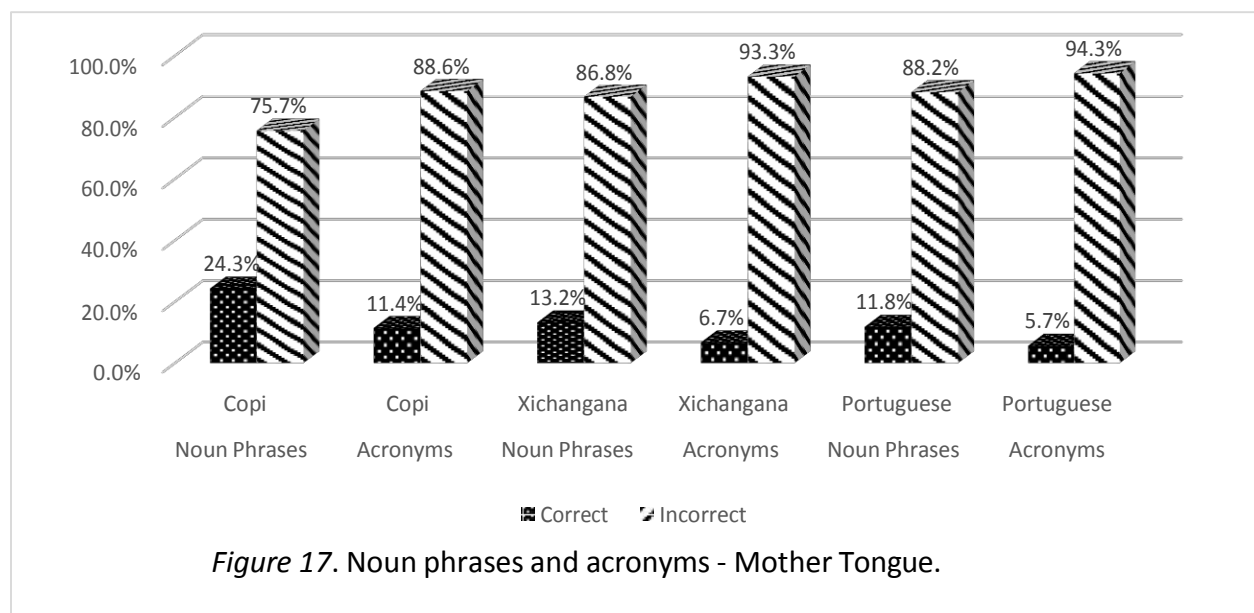


Once again, native speakers of Cicopi had the highest level of accuracy with both NPs and acronyms, accounting for 24.3% and 11.4%, respectively. Speakers of Xichangana and Portuguese performed nearly the same, with 13.2% and 11.8% with NPs, respectively. The difference in the level of accuracy with acronyms was only 1%, with speakers of Xichangana scoring 6.7%. Figure 17 confirms that the level of inaccuracy with NPs was as high as 75%, and as high as 88% with acronyms.

Table 20

Noun phrases and Acronyms – Mother Tongue

	Language	Participants	Total of tokens	Total correct	Percentage	Total incorrect	Percentage
Noun Phrases	Copi	32	6144	1494	24.3%	4650	75.7%
Acronyms	Copi	32	1024	117	11.4%	907	88.6%
Noun Phrases	Xichangana	17	6144	814	13.2%	5330	86.8%
Acronyms	Xichangana	17	1024	69	6.7%	955	93.3%
Noun Phrases	Portuguese	15	6144	726	11.8%	5418	88.2%
Acronyms	Portuguese	15	1024	58	5.7%	966	94.3%



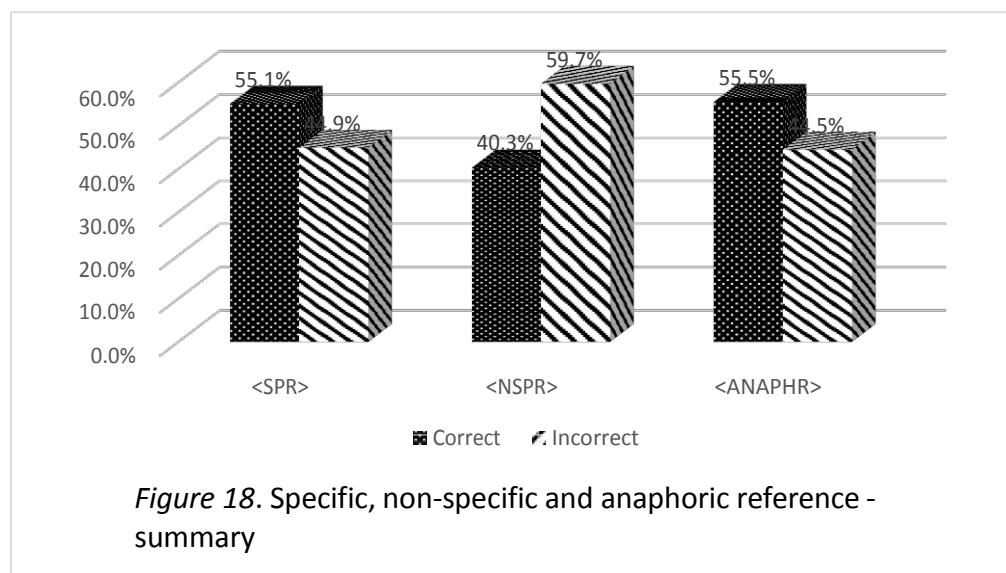
4.1.4. Specific, non-specific and anaphoric reference

Overall data from Table 21 reveal that there was no difference in the level of accuracy between specific reference and anaphoric reference. With a total of 3008 tokens of specific reference, the level of accuracy was 55.1%, while with anaphoric reference the level of accuracy was 55.5 % out of 2432 tokens. For non-specific reference, the level of accuracy was 40.3% from a total of 3968 tokens. As illustrated in Figure 18, in all the categories of reference the level of inaccuracy was between 45% and 60%.

Table 21

Specific, non-specific, and anaphoric reference – summary

Group	Participants	Total of tokens	Total correct	Percentage	Total incorrect	Percentage
SPR	64	3008	1657	55.1%	1351	44.9%
NSPR	64	3968	1599	40.3%	2369	59.7%
ANAPHR	64	2432	1350	55.5%	1082	44.5%

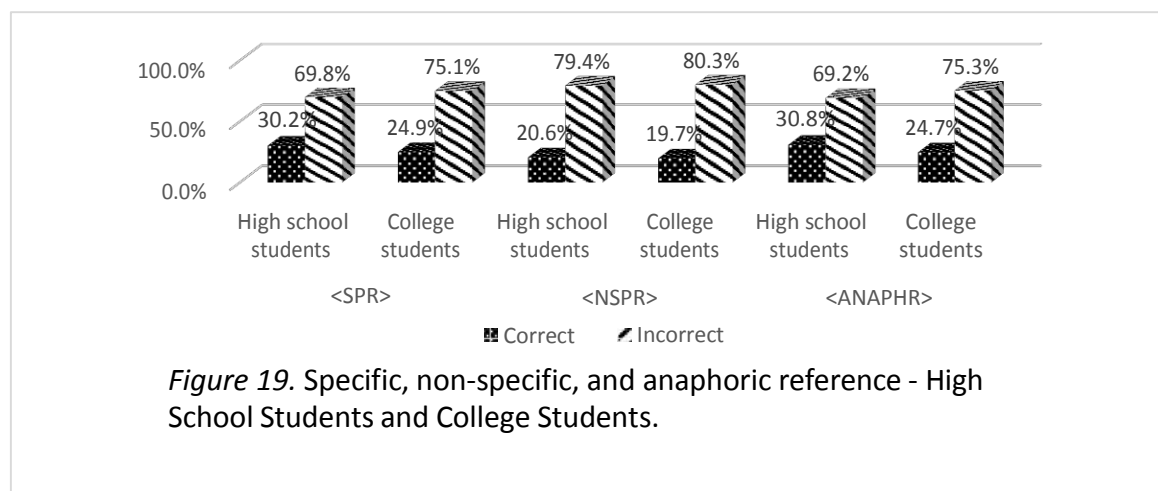


According to Table 22, the two test groups had the same level of accuracy with both specific reference and anaphoric reference, with results of 30% and 24%, respectively. With non-specific reference, the level of accuracy was 20.6% for high school students and 19.7% for college students. As shown in Figure 19, for both groups the level of inaccuracy with reference was higher than 69% in all three categories.

Table 22

Specific, non-specific and anaphoric reference – High School Students and College Students

Level		Participants	Total of tokens	Total correct	Percentage	Total incorrect	Percentage
SPR	High school students	30	3008	907	30.2%	2101	69.8%
	College students	34		750	24.9%	2258	75.1%
NSPR	High school students	30	3968	816	20.6%	3152	79.4%
	College students	34		783	19.7%	3185	80.3%
ANAPH R	High school students	30	2432	750	30.8%	1682	69.2%
	College students	34		600	24.7%	1832	75.3%



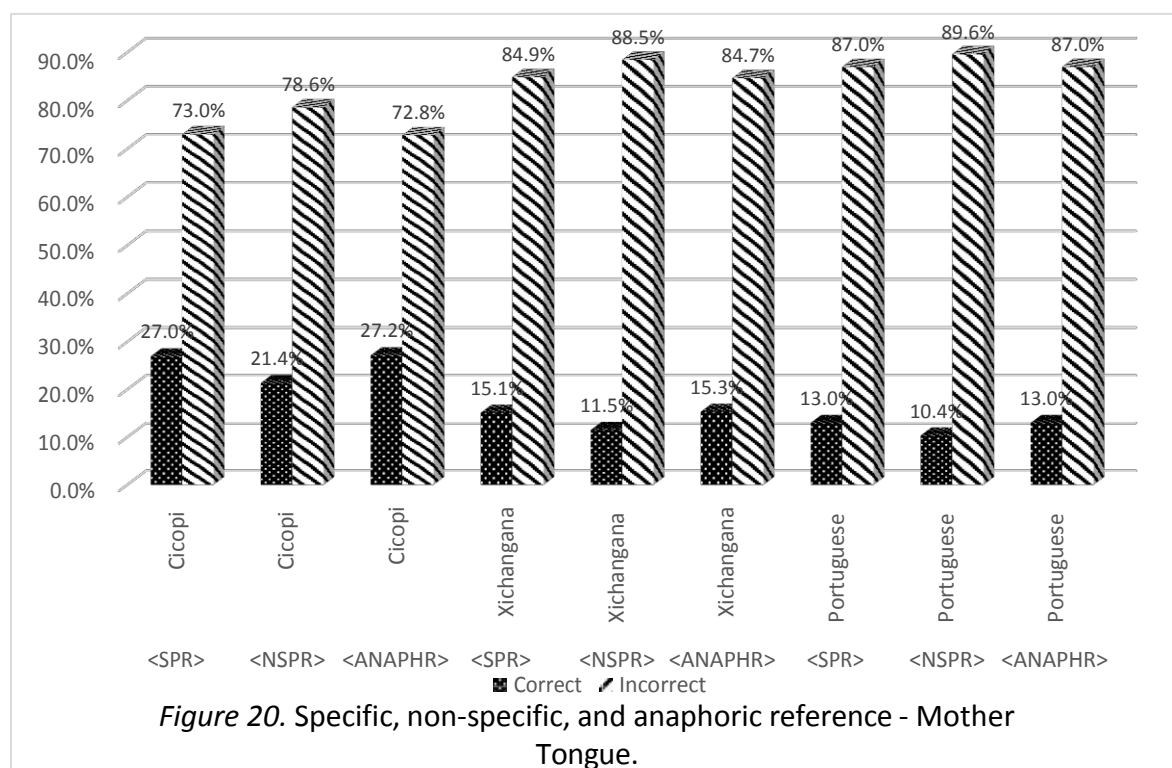
Of the three test groups, data show that native speakers of Cicopi had the highest level of accuracy in all categories of reference, and Portuguese had the lowest scores in accuracy.

Interestingly, the level of accuracy with specific reference and anaphoric reference was the same for each specific group. With native speakers of Cicopi, for instance, accuracy was 27%, while Xichangana and Portuguese speakers scored 15% and 13%, respectively. From Figure 20 it is shown that the level of inaccuracy with non-specific reference is as high as 78%.

Table 23

Specific, non-specific and anaphoric reference – Mother tongue

	Language	Participants	Total of tokens	Total correct	Percentage	Total incorrect	Percentage
SPR	Cicopi	32	3008	811	27.0%	2197	73.0%
NSPR	Cicopi	32	3698	790	21.4%	2908	78.6%
ANAPHR	Cicopi	32	2432	661	27.2%	1771	72.8%
SPR	Xichangana	17	3008	455	15.1%	2553	84.9%
NSPR	Xichangana	17	3698	426	11.5%	3272	88.5%
ANAPHR	Xichangana	17	2432	373	15.3%	2059	84.7%
SPR	Portuguese	15	3008	391	13.0%	2617	87.0%
NSPR	Portuguese	15	3698	383	10.4%	3315	89.6%
ANAPHR	Portuguese	15	2432	316	13.0%	2116	87.0%



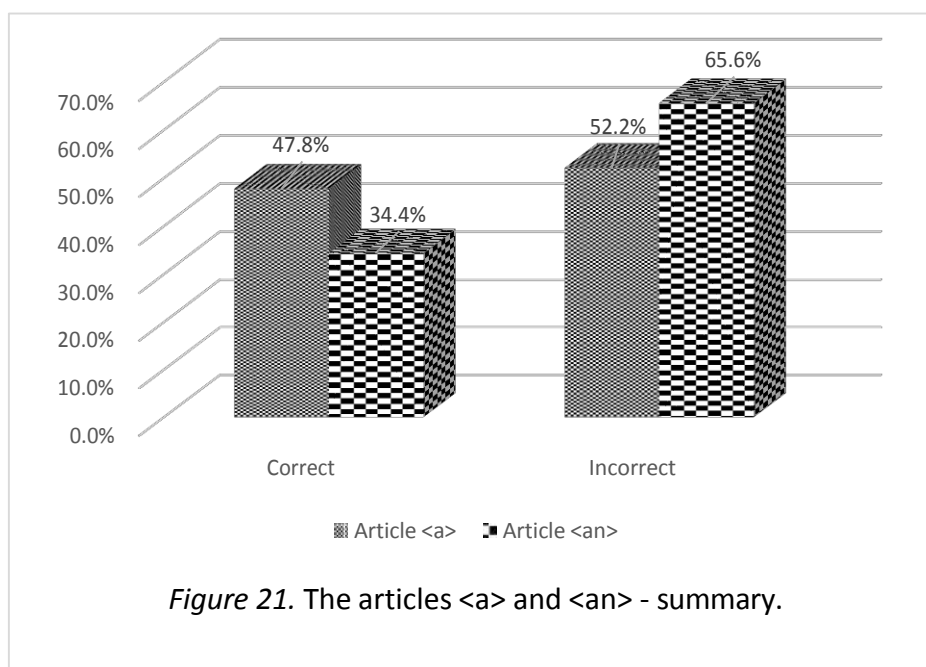
4.1.5. The articles <a> and <an> - morpho-phonological patterns

Table 24 shows that participants overall performed better with the indefinite article <a> than its allomorph <an>. While the level of accuracy with the indefinite <a> was 47.8% from a total of 1664 tokens, with the indefinite <an> it was 34.4% from a total of 1600 tokens. Data also show that the level of inaccuracy with the indefinite article <an> was as high as 65%, as opposed to 52% with the indefinite <a>, as shown in Figure 21.

Table 24

The articles <a> and <an> (morpho-phonological patterns) – summary

Article	Participants	Total of tokens	Total correct	Percentage	Total incorrect	Percentage
Article <a>	64	1664	796	47.8%	868	52.2%
Article <an>	64	1600	550	34.4%	1050	65.6%

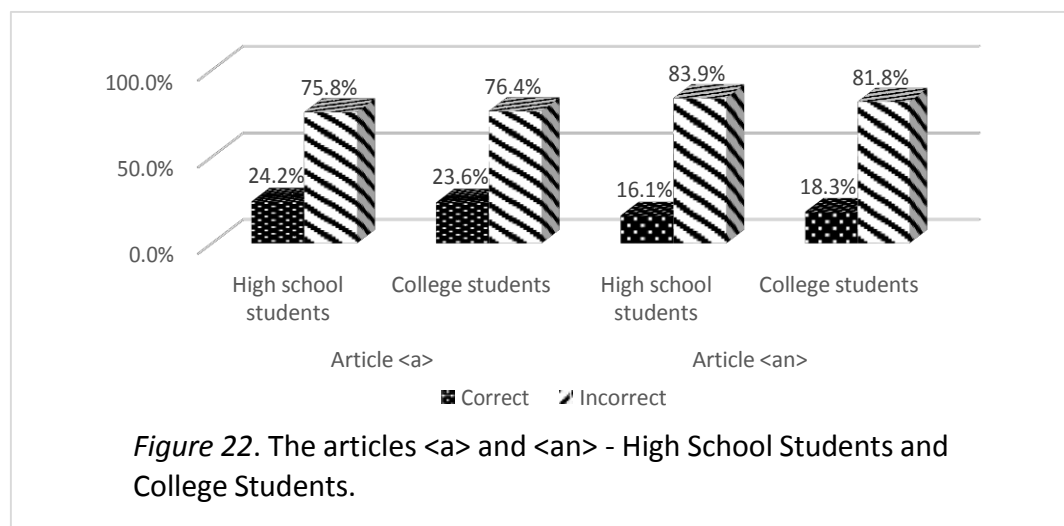


Data from Table 25 show that high school students slightly outperformed their college counterparts with both the indefinite article <a> and its allomorph <an>, with an accuracy level of 24.2% and 23.6%, respectively. The level of accuracy for college students was 16.1% with the article <a> and 18.3% with the indefinite <an>. As shown in Figure 22, the level of inaccuracy with the indefinite article <a> and its allomorph was higher than 75%.

Table 25

The articles <a> and <an> (morpho-phonological patterns) – High School Students and College Students

Level	Participants	Total of tokens	Total correct	Percentage	Total incorrect	Percentage
Article <a> High school students	30	1664	403	24.2%	1261	75.8%
College students	34	1664	393	23.6%	1342	83.9%
Article <an> High school students	30	1600	258	16.1%	1342	83.9%
College students	34	1600	292	18.3%	1308	81.8%

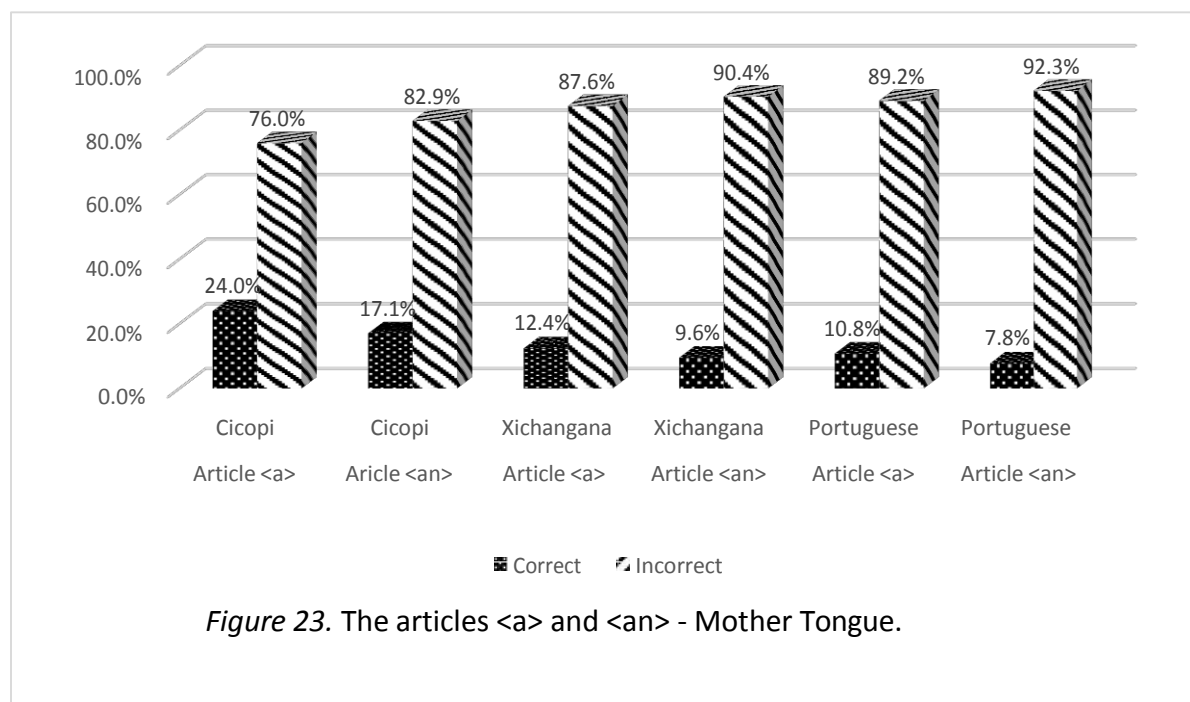


With accuracy rates of 24% and 17.1% the indefinite article <a> and its allomorph <an>, respectively, native speakers of Cicopi outperformed their counterparts. The difference in the level of accuracy between native speakers of Xichangana and Portuguese was only 2% for both articles. Native speakers of Portuguese had the lowest level of accuracy with the indefinite article <an> at 7.8%, while speakers of Xichangana scored 12.4% with the indefinite <a>. Figure 23 shows that the level of inaccuracy was as high as 76% for all the three groups of speakers with both the indefinite article <a> and its allomorph <an>.

Table 26

The articles <a> and <an> (morpho-phonological patterns) – Mother Tongue

	Language	Participants	Total of tokens	Total correct	Percentage	Total incorrect	Percentage
Article <a>	Cicopi	32	1664	399	24.0%	1265	76.0%
Article <an>	Cicopi	32	1600	273	17.1%	1327	82.9%
Article <a>	Xichangana	17	1664	207	12.4%	1457	87.6%
Article <an>	Xichangana	17	1600	153	9.6%	1447	90.4%
Article <a>	Portuguese	15	1664	180	10.8%	1484	89.2%
Article <an>	Portuguese	15	1600	124	7.8%	1476	92.3%



It is worthwhile to note that Portuguese is both the official and instructional language in Mozambique. Portuguese differs from English in article syntax. Article selection in Portuguese does not require any kind of sound patterns. This cross-linguistic variation in article selection between English and Portuguese explains why inaccuracies were high with the indefinite <a>, and particularly with its allomorph <an>, for all the three groups of participants.

4.1.6. T-Tests – independent samples

Table 17 gives results of independent samples *t*-tests of a sample size of ($n=64$) with an alpha level of $p<.05$, which measured the difference in the level of accuracy with articles between high school students and college students. Overall results show that there were statistically significant differences between the two groups in their level of performance because *p*-values were less than .05 ($p<.05$), except with the indefinite article <an>. With this article, for high school students the mean scores were ($M = 8.5667$, $SD = 3.158820$), while for college

students it was ($M = 8.3235$, $SD = 2.62529$), and the level of significance was $t = .336$, $df = 62$, $p = .738$. Based on the findings the null hypothesis ($H_0: M_1 = M_2$) is refuted because the mean scores of the two groups are different in all categories. Since the mean scores between the two groups are not the same, observations prove the alternative hypothesis ($H_a: M_1 \neq M_2$).

It was found that the highest mean score difference was 13.102 with noun phrases, followed by the definite article *<the>* with a mean difference of 10.502, while the lowest was 0.2432 with the indefinite article *<an>*. With noun phrases ($M = 54.3667$, $SD = 9.85230$) for high school students, and ($M = 41.2647$, $SD = 10.27887$) for college students, the difference in the level of accuracy was significant at $t = 5.188$, $df = 62$, $p = .000$. With the definite article *<the>*, the mean scores were ($M = 36.7667$, $SD = 7.12782$) for high school students and ($M = 26.2647$, $SD = 7.33323$) for college students, the level of significance was $t = 5.793$, $df = 62$, $p = .000$.

Results for the indefinite article *<a>* with ($M = 14.2667$, $SD = 2.71564$) for high school students and ($M = 14.2667$, $SD = 2.71564$) for college students show that the level of significance was moderate, with $t = 2.172$, $df = 62$, $p = .034$, while with acronyms ($M = 4.2000$, $SD = 1.98963$) for high school students and ($M = 3.4706$, $SD = 2.40246$) for college students, the level of significance was $t = 1.312$, $df = 62$, $p = .194$.

Since p-values are less than .05, findings suggest that the two groups had significant differences in their level of performance, except with the indefinite article *<an>*. Mean scores also reveal that high school students performed better than their college counterparts with all categories of article usage. The table below gives a full picture of findings with all categories of English article usage in analysis, including reference.

Table 27

T-Tests – Independent Samples

Level		N	Mean	Mean difference	Standard deviation	t-value	df	Sig (2-tailed)
Article <a>	High School Students	30	14.2667	1.8843	2.71564	2.172	62	.034
	College Students	34	12.3824		4.00768			
Article <an>	High School Students	30	8.5667	0.2432	3.15882	.336	62	.738
	College Students	34	8.3235		2.62529			
Article <the>	High School Students	30	36.7667	10.502	7.12782	5.793	62	.000
	College Students	34	26.2647		7.33323			
Zero forms <Ø>	High School Students	30	5.5667	2.0079	3.52022	2.644	62	.010
	College students	34	3.5588		2.52492			
Noun Phrases	High School Students	30	54.3667	13.102	9.85230	5.188	62	.000
	College Students	34	41.2647		10.27887			
Acronyms	High School Students	30	4.2000	0.7294	1.98963	1.312	62	.194
	College students	34	3.4706		2.40246			
SPR	High School Students	30	30.2333	8.1745	6.73991	3.337	62	.001
	College Students	34	22.0588		6.25199			
NSPR	High School Students	30	27.2000	4.1706	4.70803	5.032	62	.000
	College Students	34	23.0294		5.22514			
ANAPHR	High School Students	30	25.0000	7.3529	5.96542	5.133	62	.000
	College Students	34	17.6471		5.49315			

4.2. Discussion

Based on interpretations borrowed from the Location Theory by Hawkins (1978) 14 sentences were randomly selected for errors analysis. Errors analysis focuses on English article inaccuracies that were found to be common in the study. The description addresses misuses based on morpho-phonological patterns, substitution of definiteness for indefiniteness or vice-versa. Some reasons that account for insertion of articles in generic reference where no article is required are also discussed. Let us start with misuses related to sound patterns.

4.2.1. Sound patterns

1. My sister is an accountant at BIM, but she is also *a NSA journalist [1027].

In this example the indefinite article <an> was correctly used before a vowel-sounded NP.

However, there was a misuse with the acronym *a NSA. It is assumed that the consonant [N], not its sound, might have determined the choice of the indefinite article <a>. Despite starting with the consonant [N] the acronym <NSA> is vowel sounded. Based on sound patterns of the first letters, the best answer for both the NP <accountant> and the acronym <NSA> is the indefinite <an>.

- 1.1. My sister is an accountant at BIM, but she is also an NSA journalist.

The same pattern is found in the choice of the indefinite article <a> and its allomorph in the example below:

2. *A first computer was invented by *an Alan Touring [1014].

While the indefinite <a> was placed before a word starting with a consonant “*a first computer (...)”, its allomorph <an> was used before a word starting with a vowel “(...) by*an Alan Touring.” In the first case there is also substitution of definiteness for indefiniteness, whereas in the second use there is insertion of the indefinite <an> in contexts where no article is required. Since the first computer refers to a unique item in a set of referents the article <the> is required as shown in the following sentence:

- 2.1. The first computer was invented by Alan Touring.

It is also worthwhile to note that since “Alan Touring” is a proper name and the only related scientist credited with the invention of the first computer, the definite article <the> must be omitted.

3. Before coming to *Ø USA I had *a HIV test and *a X-Ray exam [2014].

In this sentence there was omission of the definite article <the> before the acronym [USA] and sound pattern misuses with the acronym <HIV> and the NP <X-Ray exam>. Although they begin with consonants, both the acronym <HIV> and the NP <X-Ray exam> are vowel-sounded. The correction of the sentence is as follows:

3.1. Before coming to the USA I had an HIV test and an X-Ray exam.

4. Wanda is *a most courageous person I have ever seen in my life. She lives in *an United States with *an European friend from *an UK [206].

Similarly to the previous examples, in these utterances there was substitution of definiteness for indefiniteness and misuses related to sound patterns. The indefinite article <a> was placed before words starting with consonants, while the indefinite <an> preceded words starting with vowels. The indefinite article <a> was required before <European> rather than <an> because the adjective European is more consonant sounded despite beginning with the vowel [e]. With the NP <United States> and the acronym <UK>, the best choice is the definite article <the>, not the indefinite <an>. This is also true for the superlative case as shown in the sentence below:

4.1. Wanda is the most courageous person I have ever seen in my life. She lives in the United States with a European friend from the UK [206].

5. I live with *an European guy from the UK. He is *the HR manager in *the US bank [202].

With the NP <European guy>, the participant might have used the indefinite article <an> instead of the indefinite <a> simply because the adjective starts with the vowel [e], and randomly used the definite article <the> with the acronyms <HR> and <US>. Despite starting with vowels the adjective <European> and the acronym <US> are more consonant-sounded. Likewise the

acronym HR is more vowel sounded in spite of beginning with the consonant [h]. With the NP <HR manager> and <US bank> there was substitution of indefiniteness for definiteness. As coined by Hawkins (1978), the above utterances are <*a-phrases*> of singularized forms that represent single items separately. Following is the correction of the sentence:

5.1. I live with a European guy from the UK. He is an HR manager in a US bank.

6. We introduced *an unit with plenty of difficult content last Monday [2016].

The same pattern with the vowel [e] discussed in the previous example is also patent here with the NP <unit>. The participant used the indefinite <*an*> before the NP <unit> simply because its first letter is the vowel [u]. Even beginning with the vowel [u], the NP <unit> has a more consonant sound. So the best answer is the indefinite article <*a*>, not <*an*>, as shown below:

6.1. We introduced a unit with plenty of difficult content last Monday.

The following section addresses misuses of English articles related to substitution of definiteness for indefiniteness or vice-versa based on both generic and specific reference.

4.2.2. Generic uses and specific reference

7. My mother is both *a MP and *a FDC activist [209].

This is another example demonstrating that sound patterns accounted for article misuses with acronyms. The participant used the indefinite article <*a*> before the acronyms <MP> and <FDC> instead of its allomorph <*an*>. Despite beginning with consonants, these two acronyms are vowel sounded. It can be inferred that in both cases, the first letters rather than their sounds determined the choice of the indefinite article <*a*>.

With regard to reference, there might be two different interpretations resulting from sentence. If the speaker is simply inferring that his/her mother is one of the members or activists from a group of other peers, suggesting non-specific reference, the utterance may be as follows:

7.1. My mother is both an MP and an FDC activist.

As Hawkins (1978) noted, however, if the speaker means that his/her mother is the only member or activist, the indefinite article <the> is required before both the acronyms <MP> and <FDC>.

This is also true if both the speaker and hearer are members of the same community who share certain types of knowledge. In such cases, the above utterance may be rendered associative anaphoric through the use of the definite article <the> as shown below:

7.2. My mother is both the MP and the FDC activist.

8. My sister works in *an European car manufacturer as a Human Resources manager [1026].

Similar to example 7, there may be at least two different versions resulting from interpretations of sentence 8. Since the meaning suggests that there are other car manufacturers, and within the same plant there are other managers who are not included in this particular speech, the use of the indefinite <a> in both cases is accurate as shown below:

8.1. My sister works in a European car manufacturer as a Human Resources manager.

On the other hand, if the intended meaning by the speaker is uniqueness, or suggests that the speaker infers that his/her sister is the only manager in the referred plant, then the definite article <the> should be used as shown in the following utterance:

8.2. My sister works in a European car manufacturer as the Human Resources manager.

9. I went to *Ø small shop; I bought *a MP3 player, a cell phone, and an umbrella. *A cell phone cost me 40£ and *a MP3 player 50£. *An umbrella was *a cheapest [2021].

In this case we have misuses related to sound patterns, omission of articles, and substitution of definiteness for indefiniteness. Except with the omission misuse, there was a tendency to place the indefinite article <a> before words starting with consonants, and its allomorph <an> was used before words starting with vowels. With the first sentence, the indefinite article <a> was required because it is the first mention of referents, and no new traits are added to the evoked NPs. As shown below, these <a-phrases> simply mean nothing more than one single unspecified member of a class:

9.1. I went to a small shop; I bought an MP3 player, a cell phone, and an umbrella. (...).

For the second and third periods of example 9, there was also substitution of definiteness for indefiniteness in addition to sound patterns. All the four utterances are instances of anaphoric reference usages in which the definite NPs function as anaphors to textual antecedents previously mentioned. Moreover, new semantic traits are added to specific NPs previously evoked. The definite article <the> is, therefore, the best answer as shown below:

9.2 The cell phone cost me 40£ and the MP3 player 50£. The umbrella was the cheapest.

I now move on to a discussion of overgeneralizations related to insertion of articles in contexts where no article is required.

4.2.3. Zero forms

10. *The malaria is an uncommon disease in the USA [2012].

Before the NP <malaria> there was insertion of the definite article <the>. In this utterance the inferred meaning by the speaker is generic reference and no article is required before the NP <malaria> as illustrated below:

10.1. Malaria is an uncommon disease in the USA.

However, in Portuguese the definite article <the> would be required before the NP <malaria>.

Given that in Portuguese some structures similar to the above sentence would be considered ill-formed constructions without the definite article <the>, Portuguese previous skills might have played a certain role in article misuse related to insertion patterns.

11. ***The** President Obama had **a** half ***a** hour meeting with Pope Francis on September 23, 2015 at the White House [2011].

While with the NP <President Obama> there was insertion of the definite article <the>, with <hour> the consonant [h] determined the use of the indefinite <a>. In English no article is required before the NP <President Obama>. The noun phrase <hour>, which acts as a modifier in this utterance, begins with the consonant [h]. However, the consonant [h] is not sounded and the best choice would be the indefinite <an> as shown blow:

11.1. President Obama had **a** half **an** hour meeting with Pope Francis on September 23, 2015 at the White House.

12. ***The** Samora Machel was ***a** first president of Mozambique independent [1025].

There are two patterns of article misuse in the above sentence: insertion and substitution.

Similarly to the NP <President Obama>, the proper name <Samora Machel> was wrongly preceded by the definite article <the>. There is also substitution of <the> for <a> before the NP <first president>. In this utterance there is no question that <Samora Machel> is the only entity that qualifies as the first president of Mozambique. Thus, the use of the definite article <the> before the NP <first president> becomes a must for accuracy as shown below:

12.1. Samora Machel was **the** first president of Mozambique independent.

The above example would be incorrect in both English and Portuguese. Sentence 12.1 also shows that in Portuguese the definite article *<the>* is commonly omitted when referring to prominent figures using their names without reference of their job titles.

13. ***The** plants need ***the** water to survive. If they don't get enough ***the** water, they die [203].

With both the NPs *<plants>* and *<water>* there was insertion of the definite article *<the>*. Both the NPs *<plants>* and *<water>* in this case are taken to mean shared or all the members of a class, a generic aggregate that embraces the whole plurality. These instances are often expressed using zero forms with no articles as shown below:

13.1. Plants need water to survive. If they don't get enough water, they die.

14. ***A** first man to land on ***a** moon was ***an** Armstrong on July 20, 1969 at 20:18 UTC [204].

Two patterns of article misuse are found in this sentence. There was substitution of the definite article *<the>* for the indefinite *<a>* with the NPs *<first man>* and *<moon>*. Armstrong is the only entity inferred by the speaker. So, the definite article *<the>* becomes a must before the NP *<first man>*. Arguably, this is also true for the NP *<moon>*. Since it is meant to be generic reference, zero form is required with the proper name Armstrong as shown below:

14.1. **The** first man to land on **the** moon was Armstrong on July 20, 1969 at 20:18 UTC.

It is worthwhile to note that Christophersen (1939) raised a discussion on generic reference of the nouns *<moon>* and *<sun>*. The author remarked that scientists have discovered that the planet Jupiter has not less than 9 moons. In a discussion about this planet, the referent is visible to both the speaker's and hearer's mind, but semantically the *<the-phrase>* *<the moon>* may not suggest uniqueness (p. 31). Likewise, this can be true with the NP *<the sun>*. If there are other suns than "our" sun, then semantically the NP *<the sun>* is no longer unique in a

conversation about universes. There are also instances where the use of the indefinite article <*a*> may suggest specific reference. Let us consider the following example—“don’t forget to buy *a lamp* for the sitting room.” If uttered in a conversation between a husband and wife talking about a brand of specific lamps that they often buy, the indefinite phrase <*a lamp*> may refer to a specific lamp that the couple uses for their sitting room. Note that semantics and context, not simply the syntactic use of the indefinite <*a*>, helps the hearer infer that the speaker refers to a specific lamp. This is, thus, an illustration of instances when indefinite markers are used for specific reference.

Chapter 5: Summary, Pedagogical Implications of the Study, and Future Research

Direction

5. Summary

The quantitative analysis revealed that participants performed better in Part 2, which focuses only on specific and non-specific reference than in Part 1, which deals with all four categories of article usage in analysis. It may be hypothesized that since Part 2 was a sequenced story it might have helped participants in their interpretations and selection of articles. Overall the level of inaccuracy in English article usage with both noun phrases and acronyms was as high as 70% because none of the groups scored more than 30%.

Findings are consistent with patterns from previous research by Maratsos (1974, 1976); Warden (1976); Thomas (1989); Schaeffer and Mathewson (2005); Ionin and Montrul (2010); Jaensch and Sarko (2009); Zdorenko and Paradis (2008); and Ionin et al., (2004). The most common misuses include omission of articles and substitution of definiteness markers for indefiniteness markers or vice-versa.

Similar findings were reported by Anderson and Bentzen (2013); Cho and Slabakova (2014); Jaensch and Sarko (2009); and Rinnert and Hansen (1986), who found that overuses in articles were attributed to semantic features related to definiteness and specificity. With the three categories in analysis, the level of inaccuracy was found to be as follows: 44.9% for specific reference, 59.7% for non-specific, and 44.5% for anaphoric reference. Insertion of articles in generic reference cases through zero forms were found to be the most troublesome overgeneralization structures with 67.9% inaccurate uses. The highest level of accuracy was 55.7% with the definite article <the>, while zero forms were the most troublesome structures with 32.1%. The indefinite article <a> and its allomorph <an> took the second and third positions with levels of inaccuracies accounting for 47.4% and 35.2% of, respectively. The level of inaccuracy with acronyms was as high as 76% versus 51.6% with noun phrases.

With sound patterns it was found that there was a tendency to place the indefinite article <a> before words starting with consonants, and its allomorph <an> placed before words starting with vowels. The use of the indefinite articles <a> and <an> in Portuguese, which is the instruction language in Mozambique, is not determined by sound patterns. This is one of the reasons that explain why the level of inaccuracy with articles based on sound patterns was as high as 65% with the indefinite article <an> and 52% with the indefinite <a>.

Intrestingly, findings clearly show that native speakers of article-less languages (Cicopi and Xichangana) outperformed speakers of Portuguese, a language with article systems. Apart from analyzing the cognitive ability of learners, at this point it is quite hard to infer how L1 previous skills accounted for article misuse. The fact that Portuguese articles are used differently from English articles may help explain these observations. Switching from a language in which

gender and number account for article selection to a zero inflection language might have increased confusion in articles selection, and may have led to poor performance of native speakers of Portuguese.

For native speakers of Cicopi and Xichangana, which are article-less languages, the presence of linguistic features for (in) definite markers in English may somehow help learners internalize the concepts of definiteness and indefiniteness more easily. In Cicopi and Xichangana semantics plays a vital role for specific and non-specific reference. Moreover, in both languages there is no gender agreement in the selection of articles. So, speakers of Cicopi and Xichangana may find semantic interpretations related to definiteness and indefiniteness relatively less challenging. Surprisingly, findings show that Cicopi speakers outperformed native speakers of Xichangana in all categories of article use discussed in the study.

Overall, high school students slightly outperformed college students. However, the differences in the level of accuracy were less than 5% in all four categories under analysis. The results are puzzling considering that high school students did better if compared to college students. There are at least three main reasons that might help explain the difference in performance between the two groups of students.

The first reason is that college students have only 3 hours and 30 minutes of English instruction per week, whereas high school students spend 12 hours and of English instruction per week. In addition to 2 hours and 25 minutes of their regular English classes, high school students have 10 hours of intensive English classes at the Institute of Languages, what makes a huge difference in the amount of input received.

Second, high school students know that it is mandatory for them to pass a national final English exam by the end of the year. Given this challenge high school students feel more committed and motivated to learn the English language, to make their dreams true compared to college students who have already passed the national exam. For high school students, failing the English exam means another academic year only for English class.

Except for English Majors in Translation and English teacher training, English classes at the college level are elective. Depending on the academic programs and the college's policies, registration for English classes is flexible. College students are, thus, free to take English classes whatever semester they wish. Moreover, colleges offer special exams, which can be taken every semester. So, college students feel that they have more chances because they can register for special exams if they do not do well in their end term finals.

5.1. Pedagogical implications

Substantial research shows that articles top the list of the most commonly used words in English. English articles are also quoted to be challenging for most nonnative English learners. This study found that particularly to Mozambican learners, sound patterns remain a big challenge in the selection of the indefinite article <a> and its allomorph <an>, in addition to semantic and syntactic features. Lack of mastery of English articles not only may lead the hearer to assess the proficiency of the talker negatively, but will also affect the learner's academic prose and progress. Moreover, in academic registers, article misuse may put the writer's credibility into question.

It is a fact that Portuguese, which is the instructional language in Mozambique, is distinctive from English in its article syntax. Moreover, Mozambique is a multilingual country

whose vast majority of languages are article-less lacking syntactic morphemes that function as definite and indefinite markers. The discussion of articles syntax of Cicopi and Xichangana illustrates that semantics plays a vital role for (in) definite, generic, and specific reference in most local Mozambican languages.

Extensive work, therefore, is required not only from English language teachers and/or instructors, but also from curricula designers in the Ministry of Education in Mozambique. More specifically, it is recommended that all English language training institutions should introduce “Introduction to Linguistics” classes with more emphasis on phonetics and phonology. No doubt, equipping English teachers with proper metalanguage, which includes phonetics and phonology skills, is the starting point for academic success in language teaching.

Spending a great deal of our time with English sound systems would place us in the best position as both ESL and EFL teachers. Mastering both phonetic and phonological rules is crucial for good pedagogy in English article discussion, particularly regarding the indefinite <a> and its allomorph <an>. The famous physicist Albert Einstein has coined “You have to learn the rules of the game, and then you have to play better than anyone else.” Ultimately, language teachers should keep constantly learning and seeking improvement in their language teaching pedagogies.

5.2. Future research direction

The present study targeted speakers of three languages: Cicopi, Xichangana, and Portuguese. Findings indicate that speakers of Cicopi and Xichangana, two article-less languages, outperformed native speakers of Portuguese. It was also found that speakers of Cicopi

outperformed native speakers of Xichangana. The outperformance of high school students over college students is another perplexing observation from the study.

The results suggest that more extensive research is required for better understanding of how socio-linguistic and other factors may account for English articles acquisition in SLA. Since Mozambique is multilingual nation, it is suggested that extensive research should be carried out with larger samples of the most commonly spoken languages in the country. It is expected that data may bring more insights on how L1 previous skills may influence the acquisition of English articles by Mozambican learners.

Future studies should involve English learners and English instructors in in-service education in Mozambique from primary, secondary and university levels. Given the syntactic and morph-phonological peculiarities between English and Portuguese in articles' syntax, future research should also focus on teachers' training in linguistics, particularly, phonetics and phonology.

Finally, it is suggest that one of the best ways to come up with convincing evidence would be tracking the errors of two distinct groups of English language learners. Students should also be from two different groups of English language teachers. Ideally, there should be a group of students whose teachers took linguistics classes, and another group of students who their teachers did not take any linguistics classes during their professional training. Future research should also look at approaches English teachers apply when dealing with English articles.

References

- Anderson, M. & Bentzen, K. (April, 2013). Cross-Linguistic Influence Outside the Syntax-Pragmatics Interface: A Case Study of The Acquisition of Definiteness. *Studia Linguistica: a Journal of General Linguistics*, 67(1), 82-100.
- Ardeshir, G. (2000). The Acquisition of the English Article System by Persian Speakers. Working Papers in Applied Linguistics: Edinburgh, 10, 37-51.
- Azar, B., S. & Hagen, S., A. (2009). *Understanding and Using English Grammar*, 4th edition. New York: Pearson Longman.
- Brown, R. (1973). *A First Language*. Harvard University Press: Cambridge, MA.
- Cho, J. & Slabakova, R. (April, 2014). Interpreting definiteness in a second language without articles: The case of L2 Russian. University of Wisconsin-Madison. *Second Language Research*, 30(2), 159-190.
- Christophersen, P. (1939). *The articles. A study of their theory and use in English*. Copenhagen: Munksgaard.
- Corder, S., P. (November, 1967). The significance of learner's errors. *IRAL - International Review of Applied Linguistics in Language Teaching*. Germany: Julius Groos Verlag Heidelberg. Volume 4, 161-170.
- García-Mayo, M., P. (2009). Article choice in L2 English by Spanish speakers: Evidence for full transfer. In M., P. García-Mayo & R. Hawkins (Eds.), *Second language acquisition of articles: Empirical findings and theoretical implications*, 13–35. Amsterdam: John Benjamins.

- Gass, S., M. & Mackey, A. (2005). *Second Language Research: Methodology and Design*. Lawrence Erlbaum Associates: Routledge.
- Gass, S., M. & Mackey, A. (2011). *Data Elicitation for Second and Foreign Language*. Lawrence Erlbaum Associates: Routledge.
- Goad, H., & White, L. (2009). Prosodic transfer and determiners in Turkish-English interlanguage. In Snape, N.; Leung, Y., I. & Smith, M., S. (Eds.), *Representational deficits in L2 acquisition* (pp. 1–26). Amsterdam: John Benjamins.
- Gundel, J.; Hedberg, N. & Zacharski, R. (June 1993). Cognitive Status and the Form of Referring Expressions in Discourse. *Linguistic Society of America*, 69(2), 274-307.
- Hawkins, J. (1978). *Definiteness and indefiniteness: A study in reference and grammaticality prediction*. Atlantic Highlands, N J: Humanities Press.
- Hawkins, R.; Al-Eid, S.; Almahboob, I.; Athanasopoulos, P.; Chaengchenkit, R.; Hu, J.; Rezai, M.; Jaensch, C.; Jeon, Y.; Jiag, A.; Leung, Y., I.; Matsunaga, K.; Ortega, M.; Sarko, G.; Snape, N. and Velasco-Zarate, K. (2006). “Accounting for English article interpretation by L2 speakers.” In *EUROSLA Yearbook*, S. H. Foster-Cohen, M. Medved Krajnovic, and M. D. Jelena (eds.), pp. 7–25. Amsterdam: John Benjamins.
- Huebner, T. (1985). System and variability in interlanguage syntax. *Language Learning*, 35, 141–163.
- INE-M. (2010). III Recenseamento Geral da População e Habitação. Resultados Definitivos. Maputo – Moçambique.
- Ionin, T.; Ko, H. & Wexler, K. (2004a). “Article semantics in L2-acquisition: The role of specificity” *Language Acquisition*, 12(1), 3–69.

- Ionin, T. & Montrul, S. (2010). The role of L1 transfer in the interpretation of articles with definite plurals in L2 English. United Kingdom: Wiley-Blackwell Publishing Ltd. A *Journal of Research in Language Studies*, 60(4), 877-925.
- Jaensch, C. & Sarko, G. (2009). Sources of fluctuation in article choice in English and German by Syrian Arabic and Japanese native speakers. University of Essex: EUOSLA Yearbook. Vol. 9, pp. 33-55.
- Koffi, E. (2015). *Applied English Syntax. Foundations for Word, Phrase, and Sentence Analysis*, second edition. Kendall Hunt Publishing Company.
- Lewis, M. P. (2009). *Ethnologue Languages of the World*. Sixteen edition. USA: SIL International.
- Jaensch, C. & Sarko, G. (2009). Sources of fluctuation in article choice in English and German by Syrian Arabic and Japanese native speakers. University of Essex: EUOSLA Yearbook. Vol. 9, 33-55.
- Maratsos, M. (1974). "Preschool children's use of definite and indefinite articles". *Child Development*, 45, 46-455.
- Maratsos, M. (1976). *The Use of Definite and Indefinite Reference in Young Children*. Cambridge: Cambridge University Press.
- Master, P. (1987). *A Cross-linguistic Interlanguage Analysis of the Acquisition of the English Article System*. Ph.D. dissertation, UCLA.
- Mede, E. & Gurel, A. (2010). Acquisition of English articles in early bilingualism. *EUOSLA Yearbook*, 10, 193-219.
- Murphy, S. (1997). *Knowledge and production of English articles by advanced second language learners*. Unpublished doctoral dissertation, University of Texas at Austin.

- Murphy, R. (2004). *English Grammar in Use: Self-study reference and practice for students of English*, 3rd edition. Edinburgh: Cambridge University Press.
- Murphy, R. (2012). *English Grammar in Use: A self-study reference and practice book for intermediate learners of English*, 4th edition. Edinburgh: Cambridge University Press.
- Napoli, M. (2013). When the indefinite article implies uniqueness: A case study from Old Italian. *Folia Lingüística*, 47(1), 183–236.
- Ngunga, A. & Siteo, B. (2000). Relatório do II Seminário sobre a Padronização da Ortografia das Línguas Moçambicanas. Maputo: Nelimo.
- Rinnert, C. & Hansen, M. (November, 1986). Teaching the English Article System. Paper presented at the Japan Association of Language Teachers' International Conference on Language Teaching and Learning in Japan, Hamamatsu.
- Robertson, D. (April 2000). Variability in the Use of the English Article System by Chinese Learners of English. *Second Language Research*, 16(2), 135-172.
- Schaeffer, J. and Matthewson, L. (2005). "Grammar and pragmatics in the acquisition of article system." *Natural Language and Linguistic Theory* 23: 53–101.
- Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics*, 10, 2-20).
- Smalley, R., L., Ruetten, M., K. & Kozyrev, J., R. (2012). *Refining Composition Skills: Academic Writing Skills and Grammar*, 6th edition. Boston, MA: National Geographic Learning.
- Snape, N. (2008). *The acquisition of the English determiner phrase by L2 learners: Japanese and Spanish*. Saarbrücken, Germany: VDM Verlag.

- Snape, N.; García-Mayo, M. Del Pilar & Gurel, A. (2013). L1 Transfer in Article Selection for Generic Reference by Spanish, Turkish and Japanese L2 Learners. *International Journal of English Studies*, 13(1), 1-28.
- Thomas, M. (1989). The acquisition of English articles by first- and second-language learners. *Applied Psycholinguistics*, 10, 335–355. UK: Pearson Education Ltd.
- Wahid, R. (2013). Definite article usage across varieties of English, *World Englishes*, 32 (1), 23–41: Blackwell Publishing.
- Warden, D. A. (1976). “The influence of context on children’s use of identifying expressions and references.” *British Journal of Psychology*, 67(1): 101–112.
- White, L. (2003). Fossilization in steady state L2 grammars: Implications of persistent problems with inflectional morphology. *Bilingualism: Language and Cognition*, 6, 129–141.
- White, L.; Belikova, A.; Hagstrom, P.; Kupisch, T. & Ozcelik, O. (2012). Restrictions on definiteness in second language acquisition: Affirmative and negative existentials in the L2 English of Turkish and Russian speakers. *Linguistic Approaches to Bilingualism*, 2(1), 54-89.
- Zdorenko, T., & Paradis, J. (2008). The acquisition of articles in child second language English: fluctuation, transfer or both? University of Alberta. *Second Language Research*, 24(2), 227–250.

Appendix A: T-Tests Independent Samples High School Students and College Students

Level	N	Mean	Mean difference	Standard deviation	t-value	df	Sig (2-tailed)
Part 1 High School Students	30	42.8000	10.21176	8.11300	5.259	62	.000
	34	32.5882	10.21176	7.41872	5.230	59.240	.000
Part 2 High School Students	30	15.3667	3.57255	4.18110	3.646	62	.001
	34	11.7941	3.57255	3.65795	3.616	58.107	.001

Appendix B: T-Tests Independent Samples Part 1 & Part 2 – High School Students

Gender		N	Mean	Mean difference	Standard deviation	t-value	df	Sig (2-tailed)
Part 1	Male	21	42.1905	-2.03175	8.56516	-.622	28	.539
	Female	9	44.2222	-2.03175	7.20725	-.667	17.980	.513
Part 2	Male	21	15.0952	-.90476	4.24152	-.536	28	.596
	Female	9	16.0000	-.90476	4.21307	-.538	15.304	.598

Appendix C: T-Tests Independent Samples Part 1 & Part 2 – College Students

Gender		N	Mean	Mean difference	Standard deviation	t-value	df	Sig (2-tailed)
Part 1	Male	17	33.0000	.82353	6.89202	.319	32	.752
	Female	17	32.1765	.82353	8.10274	.319	31.197	.752
Part 2	Male	17	12.0588	.52941	3.73280	.417	32	.680
	Female	17	11.5294	.52941	3.67624	.417	31.993	.680


Appendix D: T-Tests Independent Samples - High School Students

	Gender	N	Mean	Mean difference	Standard deviation	t-value	df	Sig (2-tailed)
Article <a>	Male	21	13.7619	-1.6825	2.87932	-1.596	28	.122
	Female	9	15.4444		1.94365	-1.864	28	.076
Article <an>	Male	21	7.9048	-2.2063	3.11295	-1.822	28	.079
	Female	9	10.1111		2.84800	-1.890	28	.076
Article <the>	Male	21	36.2381	-1.7619	7.40206	-.614	28	.544
	Female	9	38.0000		6.68954	-.640	28	.531
Zero forms <Ø>	Male	21	6.0000	1.4444	3.71484	1.031	28	.311
	Female	9	4.5556		2.96273	1.131	28	.272
Noun Phrases	Male	21	53.6667	-2.3333	10.69268	-.588	28	.561
	Female	9	56.0000		7.85812	-.665	28	.513
Acronyms	Male	21	3.9524	-0.8254	2.03657	-1.043	28	.306
	Female	9	4.7778		1.85592	-1.084	28	.294
SPR	Male	21	29.8571	-1.254	7.09426	-.461	28	.649
	Female	9	31.1111		6.13279	-.489	28	.631
NSPR	Male	21	26.2857	-3.0476	4.82849	-1.675	28	.105
	Female	9	29.3333		3.84057	-1.838	28	.082
ANAPHR	Male	21	24.8571	-0.4762	6.23126	-.197	28	.845
	Female	9	25.3333		5.63471	-.205	28	.840

Appendix E: T-Tests Independent Samples – College Students

	Gender	N	Mean	Mean difference	Standard deviation	t-value	df	Sig (2-tailed)
Article <a>	Male	17	11.8235	-1.1177	2.96301	-.809	32	.425
	Female	17	12.9412		4.86660	-.809	32	.426
Article <an>	Male	17	8.0588	-0.5294	3.30663	-.582	32	.565
	Female	17	8.5882		1.76985	-.582	32	.566
Article <the>	Male	17	28.5882	4.647	7.44193	1.921	32	.064
	Female	17	23.9412		6.63768	1.921	32	.064
Zero forms <Ø>	Male	17	2.9412	-1.2353	2.22122	-1.450	32	.157
	Female	17	4.1765		2.72110	-1.450	32	.157
Noun Phrases	Male	17	41.1765	-0.1764	9.34235	-.049	32	.961
	Female	17	41.3529		11.42881	-.049	32	.961
Acronyms	Male	17	4.1176	1.2941	2.57105	1.608	32	.118
	Female	17	2.8235		2.09867	1.608	32	.118
SPR	Male	17	23.4118	2.7059	6.33501	1.274	32	.212
	Female	17	20.7059		6.04943	1.274	32	.212
NSPR	Male	17	22.2941	-1.4706	5.10838	-.816	32	.420
	Female	17	23.7647		5.39131	-.816	32	.420
ANAPHR	Male	17	18.2353	1.1765	5.57370	.619	32	.541
	Female	17	17.0588		5.51669	.619	32	.541

Appendix F: The IRB Approval

	Institutional Review Board (IRB)	
OFFICE OF RESEARCH AND SPONSORED PROGRAMS ST. CLOUD STATE UNIVERSITY.	Administrative Services 210 Website: stcloudstate.edu/osp Email: osp@stcloudstate.edu Phone: 320-308-4932	

Name: Felix Manganhela Address: 105 4th St. South St. Cloud, MN 56301 USA Email: mmfelix@stcloudstate.edu	IRB PROTOCOL DETERMINATION: Expedited Review-2
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------

Project Title: Grammar Errors of Articles in Mozambican Portuguese-Accented English



Advisor: Ettien Koffi

The Institutional Review Board has reviewed your protocol to conduct research involving human subjects. Your project has been: **APPROVED**

Please note the following important information concerning IRB projects:

- The principal investigator assumes the responsibilities for the protection of participants in this project. Any adverse events must be reported to the IRB as soon as possible (ex. research related injuries, harmful outcomes, significant withdrawal of subject population, etc.).
- For expedited or full board review, the principal investigator must submit a Continuing Review/Final Report form in advance of the expiration date indicated on this letter to report conclusion of the research or request an extension.
- Exempt review only requires the submission of a Continuing Review/Final Report form in advance of the expiration date indicated in this letter if an extension of time is needed.
- Approved consent forms display the official IRB stamp which documents approval and expiration dates. If a renewal is requested and approved, new consent forms will be officially stamped and reflect the new approval and expiration dates.
- The principal investigator must seek approval for any changes to the study (ex. research design, consent process, survey/interview instruments, funding source, etc.). The IRB reserves the right to review the research at any time.

Good luck on your research. If we can be of further assistance, please contact the Office of Research and Sponsored Programs at 320-308-4932 or email lidonnay@stcloudstate.edu. Use the SCSU IRB number listed on any forms submitted which relate to this project, or on any correspondence with the IRB.

Institutional Review Board:  Linda Donnay IRB Administrator Office of Research and Sponsored Programs	St. Cloud State University:  Marilyn Hart Interim Associate Provost for Research Dean of Graduate Studies
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

OFFICE USE ONLY		
SCSU IRB# 1522 - 1895	Type: Expedited Review-2	Today's Date: 12/9/2015
1st Year Approval Date: 12/9/2015	2nd Year Approval Date:	3rd Year Approval Date:
1st Year Expiration Date: 12/8/2016	2nd Year Expiration Date:	3rd Year Expiration Date:

St. Cloud State University IRB Continuing Review / Final Report



Principal Investigator: **Felix Manganhela**

Co-Investigator:

Project Title: **Grammar Errors of Articles in Mozambican Portuguese-Accented English**

1. Please indicate the status of your project:

This form serves as a Final Report

☐ Project has been completed.

☐ Data collection has been completed but data analysis continues.

☐ Project has not and will not be conducted. Explain: _____

This form serves as a Continuing Review

☐ Participant recruitment/enrollment continues; current consent/assent required. Please attach.

☐ Data collection continues with enrolled participants; no additional participants will be recruited.

2. How many participants have participated in your study? _____

3. Have any unexpected reactions, complications or problems occurred during this research?

☐ No ☐ Yes, explain: _____

4. Have any participants withdrawn from the research, either voluntarily or at the researcher's request?

☐ No ☐ Yes, explain: _____

5. Have any participants complained about the research?

☐ No ☐ Yes, explain: _____

6. Has any new information been identified which may affect the willingness of current or future participants to participate in this research?

☐ No ☐ Yes, explain: _____

7. Have any changes been made to your research (including changes to informed consent documents, debriefing statements, recruitment materials, etc.) since it was approved by the IRB?

☐ No ☐ Yes, explain and indicate whether changes were approved by the IRB: _____

Principal Investigator's Signature

Date

SCSUIRB# 1522 - 1895

Administrative Services 210
Website: stcloudstate.edu/osp Email: osp@stcloudstate.edu Phone: 320-308-4932

ST. CLOUD STATE UNIVERSITY – IRB PROTOCOL REVIEW CHECKLIST

Investigator (PI): **Felix Maielane Manganhela** Training Date: **08/31/15** Training Type: **Graduate** Project Start: **12/20/15**
 Other Investigator(s): **Ettien Koffi** Training Date(s): **11/01/14** Training Type(s): **Board**
 Project Title: **"Grammar Errors of Articles in Mozambican Portuguese-Accented English"**

Is the activity research?

- A) The activity is a systematic investigation, including research development and testing.
 B) The activity is designed to develop or contribute to generalizable knowledge.

☒ Yes ☐ No
☒ Yes ☐ No

If you answered YES to both questions, continue with checklist.

Does the activity involve human subjects? If yes, continue.

- A) The activity obtains data through intervention or interaction with the participant
 B) The activity obtains identifiable private information (participant identity is or may be readily determined by PI)

☒ Yes ☐ No
☐ Yes ☒ No

***If you answered yes to one of the above questions, continue with checklist.*

	Reviewer 1		Reviewer 2		Comments
	N/A	YES	NO	Disagree	
1. Were the procedures adequately described?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Potential conflict of interests identified?					
A) Funding source provides no conflict	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B) Alternative class activity specified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Was permission to participate obtained from appropriate persons?					
A) Parents/guardians if under age 18	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B) Permission given freely	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Was written agreement to collaborate with outside agency obtained?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Institute of Languages Eduardo Mondlane Univ
5. Were procedures to identify/recruit participants adequately described?					
A) Without duress/coercion?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Confidentiality or anonymity?					
A) Participant confidentiality assured	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B) Data reported and/or stored in a confidential manner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C) Raw data destroyed within appropriate timeline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Description of risk adequate?					
A) Were potential risks identified as minimal risk	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B) Adequate precautions outlined	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C) Given risks, are benefits sufficient to outweigh risk	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Informed consent/consent form (or intro/cover page for questionnaires or surveys)					
A) Clear	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B) Provide enough information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C) Answer participant questions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D) Permission to withdraw at any time	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E) Name and contact info of researcher and/or advisor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Sharing results and debriefing					
A) Information provided on how to obtain study results or summary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B) Debriefing (if deception involved)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Reviewer Initials

DK RK

Project is Minimal Risk* ☒ Yes ☐ No

Comments: _____

APPROVAL INFORMATION

Reviewers: Donna Kolb

SCSU IRB#:

Category Approved: Exempt

Expedited 1

#5 Expedited 2

Full

Approval Date: 12-9-15

Expiration Date: _____

12-8-16

ST. CLOUD STATE UNIVERSITY – IRB PROTOCOL REVIEW CHECKLIST

IRB Protocol Review Checklist

Page Two

	Reviewer 1		Reviewer 2		Comments
	N/A	YES	NO	Disagree	
10. Research which is <u>Externally Funded</u> by federal department or agency					
A) Review grant narrative for alignment of research activity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B) Comment to PI related to federal funding source	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Possible Expedited Review – 1 Process (only requires one reviewer)					
A) Vulnerable population – elderly persons (over age 65)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B) Vulnerable population – non-English speaking	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C) Minimal risk – undesired or unexpected psychological changes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D) Minimal risk – sensitive information category (anonymous)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E) Minimal risk - deceptive techniques (minor)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
F) Collection of data from audio recordings	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Possible Expedited Review - 2 Process (at least two reviewers)					
A) Federally funded research	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B) Vulnerable population - children under 18	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C) Vulnerable population - prisoner's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D) Vulnerable population - pregnant women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E) Vulnerable population – economically/educationally disadvantaged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
F) Vulnerable population – persons with cognitive impairments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
G) Minimal risk – physical pain/discomfort/injury from procedures/drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
H) Minimal risk – invasion of privacy/ <u>absence of informed consent</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I) Minimal risk – sensitive information (significant incentive to participate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
J) Minimal risk – deception (full blown)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K) Collection of data from video or image recordings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Full Board Review Process					
A) Research will presents more than minimal risk to participants'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B) Risk where ID of participants/responses place at risk for criminal or civil liability or damaging to financial standing, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C) Classified research involving human subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D) Umbrella protocol outlining standard Dept. /center processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Student Class Project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Donnay, Linda I.

From: Kolb, Randal D.
Sent: Monday, December 07, 2015 10:45 AM
To: Office of Research and Sponsored Programs
Cc: Donnay, Linda I.; Kolb, Randal D.
Subject: RE: Randy Kolb Second Review

Linda, I read the IRB protocol documents for Felix Manganhela. I concur with your assessment and approve of his request to proceed with the project. He displayed considerable professionalism in the completion of the IRB and associated attachments.

Our office could help Felix a great deal on this project. Would it be appropriate for me to contact Felix and tell him that I read his proposal and suggest he stop by and visit?

Randy Kolb, Emeritus & Adjunct Faculty in Graduate Studies
 Director, Statistical Consulting & Research Center
 Office Phone: (320) 308-6506 Office: ISELF-101
 St. Cloud State University, St. Cloud, MN 56301

From: Office of Research and Sponsored Programs
Sent: Thursday, December 03, 2015 11:08 AM
To: Kolb, Randal D.
Cc: Donnay, Linda I.; Donnay, Brent T.; Rudrud, Eric H.; tpmelloy@gmail.com; Conlon, Bridget A.; Estrem, Theresa L.; Illies, Jody J.; Koffi, Ettien N.; Witts, Benjamin N.
Subject: Randy Kolb Second Review

Dear Randy Kolb ,

You have been selected as the second reviewer for the attached IRB protocol. As the second reviewer, we ask you to please conduct your review within 7 days from receipt of this notification and provide your review comments and/or approval within this timeframe. If you would like, you may utilize the Reviewer 2 column on the IRB Protocol Review Checklist; otherwise, feel free to provide your review comments via email. A response via your official SCSU email may serve as your digital signature.

If you have any questions or concerns, please feel free to contact me. Thank you for your commitment to the protection of human subjects in research.

Kind Regards:



Robbie A. Paul
 Graduate Assistant
 320.308.4932

Office of Research and

NOV 19 2015



Sponsored Programs

OFFICE OF RESEARCH AND
SPONSORED PROGRAMS
ST. CLOUD STATE UNIVERSITY

Institutional Review Board Protocol For Conduct of Research Involving Human Subjects

PROJECT MANAGEMENT

Project Title: **Grammar Errors of Articles in Mozambican Portuguese-Accented English**

Project Summary (3-5 sentences, include method of data gathering): **In the field of applied linguistics, the acquisition of English articles has been acknowledged as one of the most troublesome teaching and learning areas for most nonnative English learners. The purpose of this study is to investigate the acquisition of English articles by Mozambican English learners. Particularly, I am interested in evaluating the phonological and syntactic patterns that emerge in the use of English articles with noun phrases and acronyms. For data elicitation the study will use an anonymous questionnaire focusing on the syntax of articles in English. Participants will also be recorded talking about things they bought the last time they went shopping. The audio recording will take 5 minutes maximum.**

Data Collection (note: must be a future date and allows sufficient time for IRB review)

Start Date: **December 20, 2015**

Ending Date: **January 20, 2016**

Location of the Research: **Southeast Africa: Mozambique**

RESEARCHERS

Principal Investigator and Primary Contact (PI): **Felix Maíelane Manganhela**

Type of Research: ☐ faculty/staff ☐ undergraduate ☒ graduate masters ☐ graduate doctoral

Mailing Address: **105 4th Street South, MN 56301- 4468**

Telephone: **320-266-7103**

Email: **mmfelix@stcloudstate.edu**

Advisor or Course Instructor (if PI is a student): **Ettien Koffi**

Co-PIs or Other Investigators:

If you collaborate with an individual from another institution, we may be able to use an Authorization Agreement to rely on our or their review. Contact the IRB Administrator for more information.

SPONSORS

Is there potential or confirmed external funding source(s) for this research project? ☒ No

☐ Yes

Funding Agency

Account #

CERTIFICATION STATEMENT

The undersigned acknowledge: 1) protocol represents a complete and accurate description of the proposed research, 2) research will be conducted in compliance with IRB recommendations and requirements, 3) research will not begin until IRB approval received, 4) modifications will not be made prior to obtaining IRB approval, 5) PI responsible for reporting to the IRB any adverse or unexpected events, 6) PI to report to IRB any significant new findings which develop during the course of the study or increase the risk to participants and 7) expedited or full IRB approval in effect for up to one year and PI is responsible to request continuing review or file final report (exempt review approval is exempt from the continuing review/final report process).

Principal Investigator Signature Felix Maíelane Manganhela Date 11/18/2015

I have read the protocol, advised the student and support the research/study as appropriate for the student's academic development.

Advisor/Instructor Signature Ettien Koffi Date 11/19/2015

- ☐ iv. **Collection of data through noninvasive procedures** routinely employed in clinical practice, excluding procedures involving general anesthesia, sedation, x-rays, or microwaves. Any medical devices used must be approved for marketing.
Examples include:
- physical sensors that do not involve input of significant amounts of energy into the subject;
 - weighing or testing of sensory acuity;
 - magnetic resonance imaging;
 - electrocardiography, electroencephalography, thermography, detection of naturally occurring radioactivity, electroretinography, ultrasound, diagnostic infrared imaging, doppler blood flow, and echocardiography;
 - moderate exercise, muscular strength testing, body composition assessment, and flexibility testing where appropriate given the age, weight, and health of the individual.
- ☒ v. **Collection of data from voice, video, digital, or image recordings** made for research purposes.
- ☐ vi. **Research on individual/group characteristics** or behavior or research employing oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies on areas such as perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, social behavior, etc. if **confidentiality or anonymity is maintained**.

Other

- ☐ Other, please explain

PROJECT DESCRIPTION

Briefly summarize the proposed research and its significance. Include explanations of the following: 1) research question/hypothesis, 2) research design, including independent/dependent variables, if appropriate, and 3) relevant theory

It is well known that while some languages have articles systems, others do not have articles at all (Anderson & Bentzen (2013), Rinnert & Hansen (1986). Yet, even languages that have articles systems differ in their syntax. While the use of articles in English is mainly determined by phonetic patterns and semantics grounded on the dichotomies definiteness or indefiniteness, generality or specificity, the use of articles in Portuguese is gender based in addition to semantics. Moreover, the use of the indefinite articles (a/an) in Portuguese language does not require any kind of sound patterns.

Mozambique is a multilingual country where English is learned as a second language, and for the vast majority of students as a third language starting from 6th grade. In all levels students have to take final exams and a minimum of 50% score is required to pass. Given the syntactic peculiarities mentioned above between English and Portuguese, the acquisition of English articles constitutes a leg up for most Mozambican English language learners. This study explores English articles usage with nouns and acronyms by Mozambican English learners based on the following questions:

1. What phonological and syntactic patterns emerge in Mozambican English learners when using articles with nouns and acronyms?
2. What are the factors that might account for these patterns?
3. Which syntactic structures will be most troublesome to participants (acronyms or noun phrases)?

The approach taken to this study is the Givenness Hierarchy by Gundel, Hedberg & Zacharski (1993) who proposed the use of English articles based on cognitive statuses of referents and the Location Theory by Hawkins (1978) on anaphoric reference. An anonymous questionnaire consisting of three sections will be used for data elicitation. Section one seeks information about the participants' academic background including languages they speak. Section two is composed of 40 sentences that deal with noun phrases and acronyms. Finally, section three is a 152 word short passage with 24 items in blank spaces to be completed. All the tasks are designed to elicit data in English articles usage. Participants will have 20 minutes maximum to complete the questionnaire. Participants will also be recorded talking about things they bought the last time they went shopping. The **audio recording** will take 5 minutes maximum. The two tasks will last 25 minutes maximum.

PARTICIPANTS

1. How many people will participate in the research? Who will the participants be?
I expect to target 60 participants from two different groups. There will be 30 students from 11th and 12th grades who are currently attending third level at the Institute of Languages Branch of Xai-Xai, Gaza – Mozambique. The other 30 will be undergraduate students from Eduardo Mondlane

- ☒ ☐ Letter/email from professor(s) allowing you to distribute materials in their classes.
☒ ☐ Letter/email from independent school(s) that will provide access to students.
☐ ☒ Letter/email from medical organization(s) that will provide access to clients/patients.
☐ ☒ Other, please explain

7. Will persons be compensated for participating in the research? ☐ Yes ☒ No

If so, what kind of reward will be given (monetary, extra credit, or other) and when will subjects receive it (e.g. the beginning of the study, the end of the study, or at each visit)?

NOTE: classroom research offering extra credit to participants must have other extra credit opportunities available to students.

METHODS AND PROCEDURES

8. Describe the research procedures and list tasks/activities participants will be asked to complete. For data elicitation the study will use an anonymous questionnaire divided into three sections. Participants will use a blue or black pen to complete the tasks. Section one seeks information about the participants' academic background including languages they speak. In section two participants will complete 40 sentences with noun phrases or acronyms using the articles (a/an, the) or [Ø] where no article is required. In section three is a 152 word short passage with 24 items in blank spaces that participants will complete also using the articles (a/an, the) or [Ø] where no article is required. All the tasks are designed to elicit data in English articles usage. I will distribute the questionnaires to participants in their classrooms and they will have 20 minutes maximum to complete the tasks. As mentioned previously, for safety and comfort of participants both Dr. Pedro Fulane and Dr. Machanguana will be working with me in their classes. No collaboration will be allowed during completion of the tasks. Finally, participants will also be recorded talking about things they bought the last time they went shopping. If participants did not do any shopping within the last few days, the researcher will try by all means to encourage selection of topics that would require informants to apply English articles. It is believed that this method will bring comfort to certain participants that might not feel confident with questionnaires allowing them to practice language in real life situations. The audio recording will take 5 minutes maximum. Overall the completion of the questionnaire and the audio recording will last 25 minutes maximum.

The following are attached and **MUST** be submitted with this protocol:

- | Yes | N/A | |
|-------------------------------------|-------------------------------------|--------------------------------------------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Attached is a copy of surveys or data collection instrument. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Attached is a copy of interview questions. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Attached is a copy of handouts. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Other materials attached, please explain |

9. How will data be collected and recorded? How and where will data be securely stored? (password protected computer, locked file cabinet and include its location, encrypted file space, etc.) NOTE: unprotected devices not allowed. **All questionnaires will no have identifiable information. The completed questionnaires will be kept in a safe place where only the reseracher will have access. The audio recordings will be stored in a personal laptop only accessed by the reseracher through a protective password. After transcription of recordings for analysis, the recorded data will then be deleted from the audio recorder. Nobody will have access to the gathered data.**

10. Will the data include names or other identifiers? ☐ Yes ☒ No

If yes, will the data be coded and identifiable information removed? ☐ Yes ☐ No

If yes, explain IN DETAIL the coding process, what additional measures will be taken to keep your data secure and who will have access to it?

assent must be documented as well. A single project could require an adult consent form, a parental consent form and a child/minor assent form.

15. Minimally consent forms **MUST** include the following information, please verify that your consent process addresses the following:

Yes

- ☒ Provides a clear understanding of the project to potential participants.
- ☒ Outline risks and benefits.
- ☒ Explain the voluntary nature of the research and give the option to withdraw at any time.
- ☒ Include researcher and advisor contact information for questions.
- ☒ Explain to participants how to request study results.
- ☒ Adult consent states the individual is "at least 18 years of age" to consent. If your participants are 30 or older, without a doubt, no need to include the age statement on the consent form but provide justification here:
- ☒ Confidentiality states data will be presented in aggregate form or with no more than 1-2 descriptors presented together.

CONFIDENTIALITY means the participants or their responses may be identifiable to the researcher.

ANONYMOUS means the participant's demographic information or responses could not reveal their identity.

16. All projects require consent forms for potential participants: The following are attached and **MUST** be submitted with this protocol:

Yes

N/A

- ☒ ☐ A cover letter/page accompanying a confidential or anonymous survey
- ☒ ☐ Adult consent form
- ☒ ☐ A parental/guardian consent form
- ☒ ☐ A child assent form

17. If applicable, explain the procedures that will be used to obtain child/minor assent and attach a copy of each assent form. ☐ not applicable/no minors participating

I will be working with high school and college students. Since I am likely to find participants under 18 years old, I designed a parental/guardian Informed Consent Form to request permission from the participants' parents or guardians. For better understanding the parents/guardians Informed Consent was also translated into Portuguese, which is the official instruction language in Mozambique. I also designed an assent form for minors. Any concerns may also be clarified using Cicopi or Xichangana, the two most spoken local languages in Gaza Province. The two forms are attached to the application.

IRB PROTOCOL CHECKLIST

(Submission of a complete IRB protocol results in a quicker response from the IRB)

- ☐ IRB training completed
- ☐ All questions answered on IRB protocol
- ☐ Protocol is fully signed
- ☐ Question #6 written support attached
- ☐ Question #8 data collection instrument(s) attached
- ☐ Questions 15 & 16 consent form(s) attached
- ☐ Submit completed IRB protocol to Research and Sponsored Programs in AS 210

Dear Mr. Manganhela,

I got your email on the 30th September of 2015 requesting for permission to work with our students in your research project. The Institute of Languages from Xai-Xai would be more than happy to work with you. I also have some graduate classes at Eduardo Mondlane University. I am also able to find other respondents from other institutions. You can definitely work with them at any time you wish. You can work with students in their classrooms.

Please contact me in advance so that I can make some arrangements in my schedule. You can contact me by telephone at 827034590, by email atfulagozy@yahoo.com.br or in person at the Language Institute-Xai-Xai Branch, Bairro Marrien Nguabi, telephone 28229070-Mozambique.

Xai-Xai, 4th October, 2015





Escola Superior de Negócios e Empreendedorismo de Chibuto
College of Business and Entrepreneurship of Chibuto

Chibuto, October 6, 2015

Dear Mr **Félix Manganhela**,

I got your email requesting for permission to include my students in your research. I am writing to confirm that it would be a great pleasure receiving you in my classes. I have four classes of second year graduate students and one third year class.

Please let me know when you are ready for time arrangements. You can contact me by telephone at 258 82 7657366. by email at machas2009@gmail.com or in person at office located on the corner of 25th of September and Samora Machel avenues, Chibuto city, CP 63, Gaza Province – Mozambique.

Sincerely,

Constância Machanguana, MSc.
Deputy Director for Research and Extension
College of Business and Entrepreneurship of Chibuto
Eduardo Mondlane University, Mozambique
E-mail: machas2009@gmail.com



MEMOMERANDUM

To: Parents/Guardians of students attending the Institute of Languages
Branch of Xai-Xai, Gaza – Mozambique

From: Félix Manganhela, graduate student at St. Cloud State University

Date: ____/____/201____

Re: Final Project for Master's Degree

This memo is being sent to you to ask your permission to allow your son/daughter to participate in a study that I will conduct for my Master's Program at St. Cloud State University. The purpose of this study is to investigate the use of English articles by Mozambican English learners. Particularly, I am interested in evaluating the phonological and syntactic patterns that emerge in the use of English articles with noun phrases and acronyms. Throughout the study, your child will be asked to complete an anonymous questionnaire using English articles. Your son/daughter will also be recorded talking about things they bought the last time they went shopping at their convenient time. Participants will have 20 minutes maximum to complete the questionnaire and 5 minutes for audio recording.

Data will then be stored in a personal laptop only accessed by the researcher through a protective password. Only myself as the researcher will have access to collected data. Participation in the study is completely voluntary and the decision to let your child participate is entirely yours. Your child can withdraw at any time without affecting their current or future relations with their institution and the study investigator. At no time during the study or reporting the findings your child's name will be used. I have permission from both Dr. **Pedro Fulane**, the Director of the Institute of Languages at Xai-Xai Branch, and Dr. **Machanguana**, lecturer at the College of Business and Entrepreneurship of Chibuto to work with students at their normal classrooms.

Two consent forms - one for you, the parents/guardians, and the other for your child - are included in this memo. If you want your child to participate in the study, sign the parents/guardians consent form. Your child will also sign the participants' consent form if they want to participate in the study. Both signed forms should be returned to the investigator. If you have any questions concerning this study please feel free to contact my advisor, Dr. Ettien Koffi at enkoffi@stcloudstate.edu. You may also address your questions to Dr. **Pedro Fulane** - Director of the Institute of Languages, Branch of Xai-Xai at fulagozy@yahoo.com.br or calling to 827034590/28229070, and Dr. **Machanguana** - lecturer at the College of Business and Entrepreneurship of Chibuto at machas2009@gmail.com or calling to 843673044.

I look forward to having your children participate in my study.
Thank you in advance for your cooperation and precious time.

St. Cloud State University
Institutional Review Board

Approval date: 12-08-2015

Expiration date: 12-07-2016

PARENTAL/GUARDIAN CONSENT FORM TO PARTICIPATE IN RESEARCH

Re: Final Project for Master's Degree

Please sign and return the form to Mr. Félix Manganhela.

- I grant permission to have my child participate in the study conducted by Mr. Félix Manganhela for his Master's Degree.
- I understand that the study involves two activities: completing a questionnaire and a 5-minute audio recording.
- It is clear that all activities will take place at my child's home institution.
- I give my permission to have audio recordings made of my child as mentioned in the memo.
- I realize that data will be collected and be used for the purpose of the study and possibly for future professional publications.
- I understand that confidentiality will be maintained and that my child's name will not be used in any manner while conducting the study or reporting the results of the study.
- I further understand that my child can withdraw from the study at any time if he/she so desires without any harm in regards to his/her educational progress.
- If you would like the results of the study, feel free to contact Mr. Félix Manganhela at felixmanganhela@gmail.com or mmfelix@stcloudstate.edu.
- By signing the form I verify that I am the legal parent/guardian of the child, and give my full consent and acknowledge accuracy of the above information.

Child's Name(s) (Printed) _____

Parent(s)/Guardian(s) Name(s) (Printed) _____

Parent(s)/Guardian(s) Signature _____ Date ____ / ____ /20____

Investigator's Name(s) (Printed) _____

Investigator's Signature _____ Date ____ / ____ /20____

St. Cloud State University
Institutional Review Board

Approval date: 12.08.2015

Expiration date: 12.07.2016 *HP*

MEMOMERANDUM

Para : Pais / Encarregados de Educação de estudantes do Instituto de Línguas de Xai-Xai , Gaza - Moçambique

De: Félix Manganhela, estudante de graduação na St. Cloud State University
Data: ____ / ____ / 201 ____

Re: Projecto Final de Mestrado

Serve-se desta nota para pedir autorização do(a) seu(a) filho(a) para participar num estudo que vou realizar para a culminação do meu Programa de Mestrado na Universidade Estadual de St. Cloud (St. Cloud State University) nos EUA. O objectivo deste estudo é investigar o uso de artigos na língua inglesa por alunos e estudantes moçambicanos de Inglês. Particularmente, o estudo pretende avaliar os padrões fonológicos e sintáticos patentes no uso de artigos em inglês com substantivos e siglas ou acrónimos. Durante o estudo, o seu(a) filho(a) vai preencher um questionário anónimo usando artigos em inglês. Além disso, o seu(a) filho(a) será ainda gravado falando sobre as coisas que comprou na última vez em que fez compras numa loja ou supermercado. O seu(a) filho(a) está livre de escolher o tempo conveniente para fazer a gravação. Os participantes terão 20 minutos no máximo para completar o questionário e 5 minutos para fazer a gravação.

Os dados recolhidos serão armazenados num computador portátil pessoal, o qual é somente acessado pelo pesquisador por meio de um código de protecção. Somente o pesquisador terá acesso aos dados recolhidos. A participação no estudo é completamente voluntária e a decisão de deixar o seu(a) filho(a) participar é inteiramente sua. O seu(a) filho(a) pode desistir do estudo a qualquer momento sem afectar as suas relações actuais ou futuras com a sua instituição e/ou com o investigador. Em nenhum momento durante o estudo ou publicação dos resultados vai constar a identificação do seu(a) filho(a). Na qualidade de pesquisador tenho permissão de ambos o Dr. **Pedro Fulane**, o director do Instituto de Línguas Delegação de Xai-Xai, e o Dr. **Machanguana** docente na Escola Superior de Negócios e Empreendedorismo de Chibuto para trabalhar com os alunos nas suas próprias salas de aula.

Dois formulários de consentimento - um para o pai/encarregado de educação e o outro para o seu educando(a) estão inclusos neste memorando. Caso concorde que o seu seu(a) filho(a) pode participar no estudo, assine o formulário de consentimento para pais/encarregados. O seu seu(a) filho(a) também vai assinar o formulário de consentimento de participação caso concorde fazer parte do estudo. Ambos os formulários assinados deverão ser devolvidos ao investigador. Caso tenha quaisquer dúvidas sobre o estudo não hesite entrar em contato com meu orientador, Dr. **Ettien Koffi** via email enkoffi@stcloudstate.edu. As suas preocupações podem ainda ser dirigidas ao Dr. **Pedro Fulane** - Diretor do Instituto de Línguas Delegação de Xai-Xai no seguinte email fulagozy@yahoo.com.br ou ligando para 827034590/28229070, e ainda ao Dr. **Machanguana** docente na Escola Superior de Negócios e Empreendedorismo de Chibuto no email machas2009@gmail.com ou pelo telefone 843673044.

Aguardo ansiosamente trabalhar com o seu(a) filho(a) no meu estudo.

Agradeço antecipadamente pela sua colaboração e disponibilidade.

St. Cloud State University
 Institutional Review Board

Approval date: 12.08.2015

Expiration date: 12.07.2016

**FORMULÁRIO DE CONSENTIMENTO PARA PARTICIPAR NUM ESTUDO
PARA PAIS/ENCARREGADOS DE EDUCAÇÃO**

Re: Projeto Final de Mestrado

Por favor, assine e devolva o formulário ao Sr. Félix Manganhela.

- Autorizo o meu filho(a) para participar no estudo conduzido pelo Sr. Félix Manganhela para o seu grau de mestrado.
- É do meu conhecimento que o estudo envolve duas actividades: preenchimento de um questionário anónimo e uma gravação (audio) de 5 minutos.
- Está claro que todas as actividades serão realizadas na instituição do meu filho.
- Eu dou a minha permissão que o discurso do meu filho(a) pode ser gravado em (audio) conforme mencionado no memorando.
- Também está bem claro que os dados recolhidos serão usados para efeitos do estudo e, possivelmente, para futuras publicações profissionais.
- Entendi que a confidencialidade será mantida e em nenhum momento a identificação do meu filho(a) vai constar durante a realização ou comunicação dos resultados do estudo.
- Eu entendo também que o meu filho(a) pode desistir do estudo a qualquer momento assim que ele/ela o desejar, sem quaisquer danos na carreira ou progresso académico.
- Se eu estiver interessado pelos resultados do estudo estou livre de contactar o Sr. Félix Manganhela no seu email felixmanganhela@gmail.com or mmmfelix@stcloudstate.edu.
- Ao assinar o formulário confirmo que sou o pai legítimo ou encarregado de educação da criança cujo nome consta abaixo. A minha assinatura testemunha ainda o meu pleno consentimento e a veracidade da informação supracitada.

Nome(s) do filho(a) _____
 Nome (s) do pai/encarregado de educação (Impressa) _____
 Assinatura do pai/encarregado de educação _____ Data __ / __ / 20__

Nome do Investigador(s) (Impressa) _____
 Assinatura do Investigador _____ Data __ / __ / 20__

St. Cloud State University
 Institutional Review Board

Approval date: 12.08.2015 *HP*

Expiration date: 12.07.2016

CONSENT TO PARTICIPATE IN RESEARCH

Project Title: Grammar Errors of Articles in Mozambican Portuguese-Accented English
Primary Investigator: Félix Manganhela, graduate student at Saint Cloud State University
 Email: felixmanganhela@gmail.com or mmmfelix@stcloudstate.edu

Dear Student at ESNEC – Eduardo Mondlane University – Mozambique and/or
 At the Languages Institute of Xai-Xai, Gaza – Mozambique

Introduction

We are currently undertaking a study to explore the use of English articles by Mozambican English learners. We focus on the use of English articles with nouns and acronyms. This form will explain the purpose and the nature of the study and your rights as participant in the study. You are invited to participate in this study. The decision to participate or not is entirely yours. If you decide to participate, please sign and date the form.

Background and general purpose of the study

In the field of applied linguistics, the acquisition of English articles has been acknowledged as one of the most troublesome teaching and learning areas for most nonnative English learners. Even languages that have articles systems differ in their syntax. While the use of articles in English is mainly determined by phonetic patterns and semantics grounded on the dichotomies [singular] VS [+plural], [+definite] VS [+indefinite], [+specific] VS [+generic], the use of articles in Portuguese is gender based in addition to semantics. Moreover, the use of the indefinite articles (**a/an**) in Portuguese does not require any kind of sound patterns. The purpose of this study is to investigate the acquisition of English articles by Mozambican English learners. Particularly, we are interested in evaluating the phonological and syntactic patterns that emerge in the use of English articles with noun phrases and acronyms.

As participants you will complete an anonymous questionnaire consisting of three sections. Section one seeks information about your academic background including languages you speak. Section two includes 40 sentences, while section three is a 152 word short passage with 24 items in blank spaces with noun phrases or acronyms to be completed using the articles (**a/an, the**) or [**Ø**] where no article is required. You will have 20 minutes maximum to complete the questionnaire. Finally, you will be recorded talking about things you bought the last time you went shopping. If you did not do any shopping within the last few days, the researcher will help you selecting topics for your story telling. The audio recording will take 5 minutes maximum. The recordings will then be transcribed and used for this study's data analysis.

Duration of the study and expected total number of participants

About 60 participants will take part in this project. Overall the completion of the questionnaire and the audio recording will last 25 minutes maximum.

Benefits

This study will give insights on the main challenges faced up by Mozambican English language students when acquiring articles. It is an invaluable opportunity for participants to practice and

St. Cloud State University
 Institutional Review Board

Approval date: 12.08.2015 *ff*

Expiration date: 12.07.2016

sharpen their skills in English articles usage with both nouns and acronyms. Given the peculiarities of English and Portuguese in the use of articles the study will give some hints concerning which article seems the most difficult, and other areas of linguistics that English teachers should explore for successful teaching besides syntax and semantics.

Confidentiality

All of the information gathered will be maintained confidentially. Your personal identity will remain confidential. You will not be identified by your name in any published material. All data will be kept in a file and stored in a computer that only the researcher has access to.

Participation/Withdrawal

Your participation in this study is strictly voluntary. You may decide not to participate or to withdraw your consent to participate in this study at any time, for any reason, without penalty. Your decision whether or not to participate will not affect your current or future relations with your institution and the study investigator. If at any point you decide not to complete the questionnaire or take part in the interviews and recordings, please feel free to contact the study investigator Mr. Félix Manganhela. You will not be paid by participating in the research. If you have any questions about the research contact my advisor Dr. **Ettien Koffi** at enkoffi@stcloudstate.edu. You may also address your concerns to Dr. **Pedro Fulane** - Director of the Institute of Languages, Branch of Xai-Xai at fulagozy@yahoo.com.br or calling to 827034590/28229070, and Dr. **Machanguana** - lecturer at the College of Business and Entrepreneurship of Chibuto at machas2009@gmail.com or calling to 843673044.

New findings

In addition to using data for the final paper that will remain on permanent file at the St. Cloud State University Miller Learning Resources Center (library), data may also be published in professional journals at a later time. If you would like us to contact you to explain the results of our study after the project has been concluded, or you would like the results emailed to you, you may leave your email if here. _____

Investigator's statement

I have explained this study to the participant. I have discussed all the activities and have answered all of the questions that the participant asked. All instructions to take the tasks were clearly explained.

Investigator's Name(s) (Printed) _____

Investigator's Signature _____ Date ____ / ____ /20 ____

Participant's consent

I have read the information included in this Informed Consent Form. All questions were answered to my satisfaction. By signing the form I voluntarily agree to participate in the study. If I am under 18 years old, I have provided a signed consent letter from my parent/guardian.

Subject Name(s) (Printed) _____

Subject Signature _____ Date ____ / ____ /20 ____

St. Cloud State University

Institutional Review Board

Approval date: 12.08.2015 *GP*

Expiration date: 12.07.2016

Dear Participant,

In this anonymous questionnaire, divided into three sections, you are going to complete sentences using the articles (**an /a or the**). Use **Ø** if you think no article is required. **Section one** seeks information about your academic background including languages you speak.

In section **two** you will complete sentences that deal with noun phrases and acronyms. **Finally**, in section three you have a short story to be completed. You are also going to be recorded telling a story of your own choice or from prompts provided by the researcher. Participation in this study is strictly voluntary and anonymous. You do not need to write your name on it. The decision to participate is entirely yours and you can withdraw at any time if you decide to.

The collected data will be handled with maximum protection and used for my Master's Degree study purposes at Saint Cloud State University in the United States.

Any concerns about the research should be addressed to Mr. Manganhela by telephone, by email at felixmanganhela@gmail.com or mmfelix@stcloudstate.edu or to Dr. **Pedro Fulane** - Director of the Institute of Languages, Branch of Xai-Xai at fulagozy@yahoo.com.br or calling to 827034590/28229070, and Dr. **Machanguana** - Lecturer at the College of Business and Entrepreneurship of Chibuto at machas2009@gmail.com or calling to 843673044.

Thank you in advance for your participation and precious time!

Felix Manganhela
October, 2015

1 A. Complete or tick (✓) the corresponding space.

Mother Tongue _____ Sex: Male ____ / Female ____ Age _____

Current level: High school _____ Completed college level /equivalent ____ In college _____

How long have you been studying English? 2 years _____, 3-4 years _____, more than 5 years _____

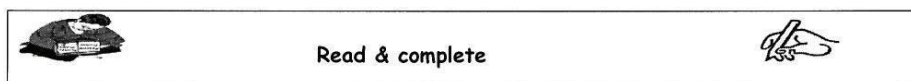
Other languages you speak: _____.



2 B. Complete the sentences using the articles (an / a or the). Use Ø if you think no article is required. Try to use a legible handwriting.

1. _____ computers are amazing, but I am not smart at computer science.
2. _____ Sahara Desert is in _____ Africa.
3. _____ World is round, and _____ sun rises from _____ East.
4. _____ first computer was invented by _____ Alan Touring.
5. Wanda is _____ most courageous person I have ever seen in my life. She lives in _____ United States with _____ European friend from _____ UK.
6. I love _____ American music, and Afro Jazz is my number one.
7. I live in _____ small town, 205km away from _____ capital city of Mozambique.
8. Did you know that Galileo Galilei is considered _____ father of _____ Heliocentric Theory?
9. My sister is _____ accountant at BIM, but she is also _____ NSA journalist.
10. Nilo is _____ longest River in Africa, and Kilimanjaro is _____ highest mount.
11. I am not _____ Ethiopian, but I am _____ African.
12. I live with _____ European guy from UK. He is _____ HR manager in _____ US bank.
13. Carol is _____ RDC citizen, but she cannot speak _____ French.
14. This is _____ unique opportunity for me to polish my pronuciation skills.
15. Can you give me _____ hand in this exercise? That's why I hate phonetics.
16. My mother is both _____ MP and _____ FDC activist.
17. My professor lives in _____ highest building in _____ hotel in the mid-town.
18. Before coming to _____ USA I had _____ HIV test and _____ X-Ray exam.

19. Lola made ____ honorable presentation, but she then had ____ heart attack after the show.
20. ____ habit is something you do regularly, and a ____ hypothesis something that must be verified for validation.
21. ____ malaria is ____ uncommon disease in the USA.
22. I work in ____ US bank as ____ S & M agent, but I am ____ history professor as well.
23. ____ university Chancellor is ____ highest authority in ____ college.
24. In 2010, ____ hipopotamus was killed to celebrate Gwaza Muthini in Marracuene.
25. Lisa is ____ undecided person in whatever she wants.
26. I got ____ unexpected call from Wells Fargo this morning.
27. I went to ____ small shop; I bought ____ MP3 player, ____ cell phone, and ____ umbrella. ____ cell phone cost me 40€ and ____ MP3 player 50€. ____ umbrella was ____ cheapest.
28. Last week, Stella subscribed herself to ____ H2O line. It is ____ unlimited monthly plan.
29. ____ universal principle is something accepted everywhere in ____ world.
30. There seem to be ____ agreement among linguists that humans are genetically born with the ability to learn language.
31. ____ Samora Machel was ____ first president of Mozambique independent.
32. In my country ____ Euro is equivalent to 45MT in average.
33. ____ President Obama had ____ half ____ hour meeting with Pope Francis on September 23, 2015 at the White House.
34. My father wanted me to become ____ engineer. Unfortunately, I am ____ teacher.
35. My sister works in ____ European car amnufacturer as ____ Human Resources manager.
36. We intoduced ____ unit with plenty of difficult contents last Monday.
37. Do you know ____ cost of ____ L.E.D bulb? –Not sure but ____ LED bulb is less than 50 MT.
38. Maputo is ____ smallest province in my country while ____ Niassa is ____ biggest.
39. ____ plants need ____ water to survive. If they don't get enough ____ water, they dry.
40. ____ first man to land ____ moon was ____ Armstrong on July 20, 1969 at 20:18 UTC.



- 3 C. Read the text below and complete the sentences with the appropriate article **the/a/an** or use **Ø** where no article is required.

The Pangolin joke

One day (1).....man and his wife were walking down (2) street when they came across (3)..... pangolin. 'Oh!' Exclaimed (4)..... man. 'What shall we do with him?' 'I know' said his wife. 'We will ask (5).....police officer.' So after 5 minutes walking they found (6)..... policeman and explained what had happened. 'Humm', said (7) policeman, 'I think (8) best thing is to take it to (9)..... zoo.' 'What (10).....good idea!' said (11)..... woman. We'll go there straight away.

(12).....next morning (13).....policeman was walking down (14).....same street when he saw (15).....couple again with (16).....pangolin. 'I thought I told you to take that pangolin to (17).....zoo', (18).....policeman said.

'Yeah, we did, said (19).....man. We took him to (20).....zoo and we all had a really great time. So this afternoon we are taking him to (21).....cinema, and later in (22).....evening we are going to have (23).....meal in (24).....fish restaurant.'

Adapted from Vates Copi tales

Appendix G: The Answer Key

A. Complete or tick (✓) the corresponding space.

Mother Tongue _____ Sex: Male _____ / Female _____ Age _____

Current level: High school _____ Completed college level /equivalent _____ In college _____

How long have you been studying English? 2 years _____, 3-4 years _____, more than 5 years _____

Other languages you speak:

_____.



B. Complete the sentences using the articles (**a/an** or **the**). Use **Ø** if you think no article is required. Try to use a legible handwriting.

1. The/Ø computers are amazing, but I am not smart at computer science.
2. The Sahara Desert is in Ø Africa.
3. The World is round, and the sun rises from the East.
4. The first computer was invented by Ø Alan Touring.
5. Wanda is the most courageous person I have ever seen in my life. She lives in the United States with a European friend from the UK.
6. I love Ø American music, and Afro Jazz is my number one.
7. I live in a small town, 205km away from the capital city of Mozambique.
8. Did you know that Galileo Galilei is considered the father of the Heliocentric Theory?
9. My sister is an accountant at BIM, but she is also an NSA journalist.
10. The Nile is the longest River in Africa, and Kilimanjaro is the highest mount.
11. I am not an Ethiopian, but I am an African.
12. I live with a European guy from UK. He is an HR manager in a US bank.
13. Carol is an RDC citizen, but she cannot speak Ø French.
14. This is a unique opportunity for me to polish my pronuciation skills.
15. Can you give me a hand in this exercise? That's why I hate phonetics.
16. My mother is both the/an MP and the/an FDC activist.
17. My professor lives in the tallest building in a/the hotel in the mid-town.

18. Before coming to the USA I had an HIV test and an X-Ray exam.
19. Lola made an honorable presentation, but she then had a heart attack after the show.
20. A habit is something you do regularly, and a Ø hypothesis something that must be verified for validation.
21. Ø malaria is an uncommon disease in the USA.
22. I work in a US bank as an/the S & M agent, but I am a history professor as well.
23. In some countries, the university Chancellor is the highest authority in a/the college.
24. In 2010, a hippopotamus was killed to celebrate Gwaza Muthini in Marracuene.
25. Lisa is an undecided person in whatever she thinks.
26. I got an unexpected call from Wells Fargo this morning.
27. I went to a small shop; I bought an MP3 player, a cell phone, and an umbrella. The cell phone cost me 40£ and the MP3 player 50£. The umbrella was the cheapest.
28. Last week, Stella subscribed herself to an H20 line. She says it is an unlimited monthly plan.
29. The universal principle is something accepted everywhere in the world.
30. There seems to be an agreement among linguists that humans are genetically born with the ability to learn language.
31. Ø Samora Machel was the first president of Mozambique independent.
32. In my country the/a Euro is equivalent to 45MT in average.
33. Ø President Obama had a half an hour meeting with Pope Francis on September 23, 2015 at the White House.
34. My father wanted me to become an engineer. Unfortunately, I am a teacher.
35. My sister works in a European car manufacturer as a/the Human Resources manager.
36. We introduced a unit with plenty of difficult content last Monday.
37. Do you know the cost of an L.E.D bulb? – Not sure but an LED bulb is less than 50 MT.
38. Maputo is the smallest province in my country, while Ø Niassa is the biggest.
39. Ø plants need Ø water to survive. If they don't get enough Ø water, they die.
40. The first man to land on the moon was Ø Armstrong on July 20, 1969 at 20:18 UTC.



Read & complete



C. Read the text below and complete the sentences with the appropriate article **the/a/an** or use **Ø** where no article is required.

The Pangolin joke

One day (1) a man and his wife were walking down (2) the street when they came across (3) a pangolin. 'Oh!' Exclaimed (4) the man. 'What shall we do with him?' 'I know' said his wife. 'We will ask (5) a/the police officer.' So, after 5 minutes walking they found (6) a policeman and explained what had happened. 'Humm', said (7) the policeman, 'I think (8) the best thing is to take the pangolin to (9) the zoo.' 'What (10) a good idea!' said (11) the woman. We'll go there straight away.

(12) The next morning (13) the policeman was walking down (14) the same street when he saw (15) the couple again with (16) the pangolin. 'I thought I told you to take that pangolin to (17) the zoo', (18) the policeman said.

'Yeah, we did, said (19) the man. We took him to (20) the zoo and we all had a really great time. So this afternoon we are taking him to (21) the cinema, and later in (22) the evening we are going to have (23) a meal in (24) a/ the fish restaurant.'

Adapted from *Vates Copi tales*